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ABSTRACT

Based on the experiences of the Nonformal Education Information Center (NFEIC) in publishing "The NFE Exchange," this manual documents the process through which "The NFE Exchange" is planned, organized, and produced, in order to provide assistance to other organizations interested in producing a periodical or similar publication of their own. (A newsletter published three times a year by the NFEIC at Michigan State University as part of its role in facilitating an exchange of knowledge and information on nonformal education and development, "The NFE Exchange" synthesizes and disseminates current information on trends, developments, and issues in nonformal education, and a broad range of development topics and concerns.) The first three sections detail the organizational processes and procedures that have been developed, tested, and refined in the course of producing some 25 issues of the newsletter, covering planning, researching and writing procedures, and preparations for printing the periodical. The final section addresses practical questions and important considerations regarding the planning and publishing of a periodical, and lists some newsletters of possible interest. Appendices contain examples of worksheets and guidelines used by NFEIC staff in the production process and one complete issue of "The NFE Exchange." (LMM)

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*MANUAL SERIES #3:*

# Preparing and Producing

# The NFE EXCHANGE

Prepared by

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Non-Formal Education Information Center

September 1983

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The Staff of the Non-Formal Education Information Center

## *FOREWORD*

*Through its Manual Series, the Non-Formal Education Information Center (NFEIC) seeks to provide a forum for individuals to share their experience in solving particular problems. The publications in this series are designed to be straightforward and practical, bringing a range of experiences in a "how-to" format to those involved in non-formal education and development. This series is not limited to the subjects of non-formal education and development, however. In fact, publications are more likely to address administrative or implementation topics that are important in facilitating non-formal education and development activities.*

*The NFE Center is particularly well known for its periodical, The NFE Exchange, and this manual describes the Center's experience in producing The NFE Exchange. In a simple fashion it attempts to show how information is selected, analyzed, and synthesized to produce the newsletter. It shares with the reader the various procedures that the Center has developed over the last few years in an effort to produce a clear, concise and useful publication for planners and practitioners of non-formal education and development. A final section provides general guidelines for those who also wish to embark upon a similar endeavor.*

*Many staff members have contributed to the process that results in issues of The NFE Exchange. Special thanks are due to Milla McLachlan for her role in this. Milla and Lynn Schlueter worked tirelessly writing sections of this manual (Milla the first two, and Lynn the last two) and Lynn edited the manuscript into its current form. In recognition of other's contributions, the last page lists individuals who have served on the Center staff between 1976 and 1983.*

*We share our experience with development planners and practitioners in the hope that it might be useful to them in some way. As always, we invite readers' comments and suggestions. Furthermore, we invite potential contributions to the series.*

*Mary Joy Pigozzi*
*Director*
*Non-Formal Education Information Center*

# PREPARING AND PRODUCING THE NFE EXCHANGE

## INTRODUCTION

Three times a year, the Non-Formal Education Information Center (NFEIC) at Michigan State University (MSU) publishes The NFE Exchange, as part of its role in facilitating an exchange of knowledge and information on non-formal education (NFE) and development. Each issue is distributed to more than 5,000 NFE planners, administrators, researchers and practitioners in 145 different countries. In turn, most of the recipients of The NFE Exchange actively share their ideas, concerns and experiences with the Center through their correspondence, and by contributing materials which document their work or the efforts of the organizations they represent. It is this extensive collection of resource materials, and personal correspondence, that forms the foundation of the Center's work. Thus far, more than 7,000 project reports, monographs, books and periodicals have been contributed to the Center; many of the documents in the collection are "fugitive" or not available through regular distribution channels. Drawing upon this unique collection of documents, and the reflections of its readers, The NFE Exchange seeks to synthesize and disseminate current information on trends, developments, and issues in non-formal education and a broad range of

development topics and concerns. Thus, the publication of The NFE Exchange can be regarded as one dimension of an ongoing process of participatory knowledge generation involving a network of many persons worldwide.

Based on the experiences of the NFEIC in publishing The NFE Exchange, this manual has been prepared so as to (1) document the process through which The NFE Exchange is planned, organized and produced; and (2) to provide some assistance to other organizations interested in producing a periodical or similar publication of their own.

This manual contains four parts. The first three sections describe in some detail the organizational processes and procedures that have been developed, tested and refined in the course of producing some 25 issues of The NFE Exchange. These sections also incorporate some of the lessons that have been learned in the process. Part One outlines steps in planning; Part Two describes researching and writing procedures; and Part Three focuses on preparations for printing the periodical. Part Four of this manual, designed to assist others interested in producing a newsletter, offers a number of practical questions and important considerations regarding the planning and publishing of a periodical. An appendices containing examples of work sheets and guidelines used by NFEIC staff in the production process has been included at the end of this manual, together

with one complete issue of The NFE Exchange.

Before turning to a discussion of the procedures involved in publishing The NFE Exchange, it may be helpful to say a few words about the people who produce this periodical, the integration of work responsibilities within the Center, and the budget.

*Personnel*

The NFE Exchange is written by the staff members of the NFE Information Center; they include: The Center Director, the Issue Coordinator, four to six Research Assistants, and the Center's Publications Editor. All positions, with the exception of the Director's, are part-time, since most staff members are also graduate students at Michigan State University. Clerical assistance is provided by the Center's secretarial staff and undergraduate assistants.

The composition of the staff is a key factor in achieving the goals of the publication. Staff members bring to their work a diversity of cultural and educational backgrounds. Those employed at the Center come from Africa, Asia, Latin America, North America, and Europe. They represent a variety of academic disciplines, and share professional interests in education and development. Over the years, the Center has employed many people, as those who leave the University after finishing their academic

studies are replaced by others who are more recent arrivals to MSU. Since 1974, more than sixty-four people have worked at the Center, representing 20 different countries.

In addition to producing The NFE Exchange, and other publications, such as manuals, bibliographies and occasional papers, the NFEIC staff is responsible for processing new materials contributed to the Center and responding to written requests for information, printed materials and organizational contacts. These are closely interconnected tasks that require considerable cooperation among staff members.

*Teamwork*

Most everyone who has worked at the Center has found the experience to be a non-formal education in itself. This is primarily a reflection of the NFEIC's long-standing commitment to employ a management model that stresses teamwork and cooperation. Developing such an atmosphere takes time and work - especially on the part of the Director and Coordinator, who must train and integrate new staff members into the system. To some extent the model remains an ideal, a process being worked at, rather than a goal achieved. In our opinion, however, this approach has paid off in the long run, in terms of quality of the final product, and also in staff members' satisfaction with their work in the Center.

Producing a publication as a team involves a balance of individual responsibility and shared responsibility. Working closely with one another, often under considerable time pressure, every member shares a commitment to get quality work done, on time. This means that team members must be willing to share their rough drafts and incompletely developed thoughts with co-workers and to give and take criticism on written work. Thus, while teamwork requires an atmosphere of commitment and trust, it also provides numerous opportunities to learn from one another's experience, expertise, and work styles.

*The NFE Exchange Budget*

Funds allocated to produce The NFE Exchange are included as one part of the NFEIC's overall budget. The total cost of producing The NFE Exchange is calculated on a per issue basis. The two major categories of expenditures are personnel and distribution costs. Under "personnel" are listed all persons who will be working on the publication in some capacity, with the total number of hours each person will spend on the publication and their respective salary level. These calculations will provide an estimated cost figure for all personnel costs per issue. Distribution costs, including the cost of printing, postage, envelopes and supplies, are also budgeted on a per issue basis.

To calculate the total costs for an annual budget, the per issue costs are simply multiplied by the number of issues to be produced in the budget period.

## PART I - PLANNING FOR PRODUCTION

In this section we begin with a look back at some of the key choices and decisions that were made during the initial planning and conceptualizing of what was to become The NFE Exchange. This is followed by a brief review of the initial steps we take in planning for the production of each and every issue of the periodical.

### A. INITIAL PLANNING OF THE NFE EXCHANGE

It was in 1974-75 that the idea was put forward that the NFE Information Center at Michigan State University should produce a newsletter that would focus on worldwide developments in non-formal education. In order to get funding for the proposal, a number of very important decisions had to be made. Perhaps the most immediate were the following:

- what would be it's aims and purpose?
- for whom would it be intended?
- how would it serve the readers?
- who would produce it?
- what would be the nature of it's content?

Once these issues were resolved, it was possible to give further shape to the periodical by addressing various questions concerning

its content, basic organization, format, style, size and length, and frequency of production. (Part IV of this manual offers numerous questions that illustrate the kinds of decisions that need to be made prior to starting a publication.)

It took a couple of years of getting involved in the process of producing The NFE Exchange before a certain degree of consistency was established in its form, style and treatment of content. During this time feedback from readers of the periodical was especially significant - as comments, concerns and reactions resulted in further refinement. Information about the readers of The NFE Exchange, such as their interests and the nature of their work and the size of the audience as a whole, was also very important.

Since 1977, The NFE Exchange has adopted a standard format, wherein each issue contains five principal parts or sections:

"Lead Article" - a comprehensive discussion of a particular theme of special significance with regard to non-formal education and development.

"Project Highlights" - brief descriptions of various NFE projects that further illustrate the particular theme.

"Select Bibliography" - an annotated bibliography containing numerous references of publications that also relate to the principal theme.

"Reference Review" - a review of current literature on another topic of interest.

"Network News" - a section of announcements and news items.

Because of it's comprehensive approach, The NFE Exchange is somewhat longer than most newsletters, with a range of 16 to 28 pages per issue. Usually only three issues are published in a given year, as a single issue requires considerable effort on the part of many people. To date, pictures and photographs have not been used in the publication, except for the logo - an image of a map of the world, with title and theme - that is prominently displayed on every issue as the "trademark" of the periodical.

B. PLANNING THE PRODUCTION OF EACH ISSUE OF THE NFE EXCHANGE

One of the many advantages of establishing a uniform approach with regard to the format, content, and style of a periodical is that it greatly reduces the amount of time and effort needed to plan and prepare for the production of future issues. Planning for each issue of The NFE Exchange usually begins with these three steps:

- selecting a topic;
- developing a plan of work; and
- organizing a work schedule

- *Topic Selection*. Topics for particular issues of the publication are selected on the basis of (1) needs expressed in correspondence received by the NFE Information Center, (2) topics and concerns mentioned in current literature, and (3) suggestions from staff members, financial sponsors, and other interested persons. Generally, topics are chosen well before production is to begin. Final decisions rest with the Director. Listed below are some of the themes that have been addressed in previous issues of The NFE Exchange.

  "Generating Income Through Group Action"

  "Literacy and Development"

  "Planning Non-Formal Education Projects"

  "Education and Agriculture"

  "Mobilizing Youth For Development"

  "New Roles For Health Workers"

  "Women in Development"

  "Linking Formal and Non-Formal Education"

- *Plan of Work*. Once the topic is chosen and work is to begin, the Issue Coordinator, in consultation with the Director, draws up an overall plan of work for the production of that particular issue. It encompasses all the various functions to be performed, how much time will be allotted to complete each operation and who will be responsible for completing the various tasks.

Developing a plan of work for an issue of The NFE Exchange involves several steps. These can be summarized as follows:

1. Review previous production schedules. Past production experiences provide the most reliable information for projecting plans and estimating time. It is also useful to talk to others engaged in similar work to get a sense of realistic time scheduling.

2. Outline the publication. Decide on the number of pages and the amount of space to be devoted to each section, e.g., estimate the number of projects to be highlighted, the number of annotations to be included in the bibliography, etc.

3. List all tasks to be completed from the start to finish in the production process. Consider all the various operations to be performed with regards to researching, writing, editing, printing, and distribution.

4. Keeping the publication deadline in mind, estimate the total number of hours each procedure in each section will require, and schedule the production process accordingly.

5. Assign specific tasks to be performed. List the available staff members, noting their particular skills, and the number of hours they are available to work on the publication, and decide who will be responsible for doing particular tasks.

• *Production Schedule.* Once the plan of work is completed, a

production schedule can be drawn up. The production schedule is essentially a chart that outlines the decisions that have been made in preparing a plan of work. Usually it indicates who will be involved in completing various tasks, the amount of time that has been allocated for each task, and a timetable for the scheduled completion of each stage in the process. Production schedules provide a convenient way of keeping everyone on the staff informed of overall production plans. (Appendix A offers examples of production schedules.)

## PART II - RESEARCHING AND WRITING

The researching and writing of each section of The NFE Exchange is discussed in the following paragraphs. The presentation is in the order in which the sections appear in the publication. But as indicated above, writing the different sections often takes place concurrently, and does not have to follow the same order as in the final publication.

### A. LEAD ARTICLE

Each issue of The NFE Exchange begins with a comprehensive discussion - generally four to six pages in length - that explores a particular theme in non-formal education and development. This presentation of issues, developments and trends is meant to generate greater awareness and understanding of the topic being addressed.

The writing of the "Lead Article" begins with the preparation of a rough outline done as quickly as possible even before staff members start to gather supportive documents. The outline is further developed in successive 'brainstorming' sessions and discussions among staff members. In this way, the unique insights of staff members with different academic and cultural backgrounds are incorporated in the early stages. This approach helps to ensure that important aspects of a particular topic,

or different viewpoints on a project, are not overlooked by the team members who have the final responsibility to write the Lead Article. It also helps staff members to develop a well-rounded conceptualization of the topic, its varied aspects and the particular issues involved. Such conceptualization serves as a guide in the process of selecting documents for the Project Highlights and Bibliography sections.

Usually, the first outline generated through a group discussion is substantially modified as staff members study the topic more intensively. Once a usable outline has been produced, it may be shared with a resource person in the University community. This person typically has special expertise in the topic being addressed. Suggestions are considered and incorporated into the outline where necessary. Final responsibility for the content and coverage of the Lead Article lies with the Director and the team members involved in drafting it.

In preparing to write the first draft, staff members begin carefully researching the topic. In addition, they have several group discussions in which specific issues are reviewed and agreement about what to include and exclude is sought. In the next phase, each team member is assigned to write a specific section of the article; here, an attempt is made to prepare a first draft as quickly as possible. Team members read one

anothers' drafts and then come together to discuss them and make changes. In addition to reviewing what has been written, considerable attention is paid to how it has been expressed - attempting to ensure that the style and tone of the writing is agreeable and consistent. Once this is done, second, and often third drafts, are then prepared. At this stage, members may share responsibility for particular sections of the article. Writing and reviewing together has proved to be a sound practice for the kind of synthesizing the NFE Information Center strives for in the Lead Article of its publication.

In the final stages of the writing process, group members spend considerable time together in work sessions, closely reading each paragraph, and making revisions. Sections may still need major revision after this group work. In that case, the sections in question are assigned to individual members to work on. Finally, one team member reviews the final draft carefully, checking for consistency in style, general tone of the article, language and readibility. At this point, the article may be given to the resource person for comment, and revisions may be made.

The Publications Editor next reviews the article for readability and NFEIC-approved points of style. Comments and suggestions are considered by the team, which agrees on final changes.

The article is then ready for final typing, copy-marking and printing.

B. PROJECT HIGHLIGHTS

The aim of this section of The NFE Exchange is to offer the reader case study summaries of NFE projects that provide specific examples of the primary issues, concerns and developments mentioned in the Lead Article. Generally, four to eight carefully selected projects are described in some detail. These may be followed by another 20 to 40 short, to-the-point descriptions of other NFE projects that also reflect the overall theme of the issue. The number of detailed 'highlights' versus brief descriptions tends to vary from issue to issue depending on the topic, but always the objective is to include a variety of examples so as to put the readers in touch with projects that may be of particular interest.

- *Selection Process*. The process of identifying and selecting the 200 or more documents and resources to be drawn upon for "Project Highlights", as well as those to be included in the "Select Bibliography", begins with a careful search through the NFE library collection. The procedure, known in the Center as "scanning", involves systematically going through relevant

sections of the collection and pulling out all documents that appear to be related to the topic. (Appendix B contains guidelines for scanning procedures used in preparation of past issues of The NFE Exchange.) In addition to books, articles and project reports, recent issues of selected newsletters and journals are also carefully surveyed to find descriptions of ongoing or recently completed projects. Another important source of information about projects can be found in the correspondence directed to the NFE Information Center. When project descriptions are included in letters received, copies of the description are made and passed along to the Issue Coordinator who keeps a file of all projects that may be candidates for Project Highlights.

Projects to be 'highlighted' are selected on the basis of several criteria; the most important being its relevance to the topic being addressed and whether or not the project is recent (within 5 years). Other factors that are considered are:

- the aims and objectives of the project;
- the sector or content (e.g. agriculture or income generation);
- the location (urban vs rural and country or countries);
- the scope and size (local vs national);
- the learners (or participants, or beneficiaries); and
- the sponsorship (national vs international).

In the selection process an effort is also made to achieve a geographical range of examples, so as to include projects from

Africa, Asia, Latin America, the Middle East and the Carribean. Occasionally, NFE projects implemented in the developing countries are also included. With so many variables to consider and so many projects to review, overlap and oversights sometimes occur. Nevertheless, in selecting projects every attempt is made to illustrate the variety and diversity of development efforts and the breadth of NFE activity in various parts of the world.

It takes about two to three weeks to narrow down the list of projects to be included in the Project Highlights section. The list of 'most likely candidates' is then carefully reviewed in consultation with the Director, and final decisions are made.

- *Writing Project Highlights*. Staff members responsible for drafting project highlights are each given a list of projects to be included, on which their particular assignments are indicated. Guidelines for writing these project summaries, both short and long versions, have been developed - they include suggestions about points to cover and details about the format to be used (See Appendix C). Similarly, a framework of questions has on occasion been developed to assist writers in their researching and writing - especially with large-scale projects, with much documentation, that are often difficult to summarize.

Once the first draft of each highlight is prepared, it is reviewed by the Issue Coordinator, discussed with the writer, and revised as required. The next draft is edited by the Publications Editor. The Coordinator then assembles the section, and it is reviewed by the Director before final typing and copy-marking.

C. SELECT BIBLIOGRAPHY

Included in every issue of The NFE Exchange is an extensive annotated bibliography of six to ten pages. This "Select Bibliography" represents the "best" material to be found in the NFE Information Center collection on a particular subject. The Bibliography serves three primary purposes:

- to identify key documents related to the topic being addressed;
- to share information found in specific documents, by identifying the issues discussed, listing research findings, noting the author's conclusions, or briefly describing projects and NFE activities mentioned;
- to help readers contact others who are working in a particular area by naming organizations and identifying documents that list additional sources of information (e.g. newsletters, directories and bibliographies).

The preparation of the Bibliography consists of three phases: selecting the documents to be included; writing and editing citations and annotations; and compiling and preparing

the Bibliography for printing.

- *Selection Process*. After the initial discussion of the topic to be addressed, staff members begin scanning the library collection, selecting documents that may be of use. The particular scanning procedure used varies with the size of the staff, time pressure, and topic. Some topics have a clear focus and coincide with defined sections of the library collection. Others overlap or cut across all sections, making the identification of relevant materials a challenging and time-consuming process. (A companion manual on the NFEIC resource library entitled: A Simple Guide To Managing A Resource Center On Non-Formal Education For Development, gives information on the scope and content of the collection.) Generally, all staff members participate in the identification of documents exercise.

  Special arrangements must be made for scanning the newsletters and journals in the collection. The NFEIC Library receives more than 400 different periodicals. It is clearly impractical to scan all of these items on the topic being covered. One way to make this task more manageable is for the Coordinator or another staff member to go through the card file and select the journals and newsletters most likely to include pertinent articles. Particular attention must also be given to

new documents that have been received by the Center, but may not yet be catalogued. The Coordinator works with the NFE Documentalist to make sure that such items are not overlooked.

After the initial scanning process, further selection is done to determine the 70 to 80 documents to be included in the Bibliography. This task is usually the responsibility of the Coordinator and one or two other staff members. Generally, only documents published during the last five years are included, since the focus is on disseminating current information. Also, an effort is made to include informative publications from third world authors, and to bring "fugitive" documents housed in the NFEIC to the attention of network participants. Once the selections have been made and reviewed by the Director, the list of documents to be included in the Bibliography is drawn up. Usually two lists are prepared - one arranged by the library call number, and one arranged alphabetically by the authors' last name. All documents to be annotated are put on a shelf designated for that purpose. Assignments for writing annotations are then made.

- *Writing Citations and Annotations*. Writing the 70 to 80 entries for the Bibliography section is not an easy task, as great care is required in order to be precise and consistent. A manual for

staff members to use when writing citations (i.e. name of author, title, publisher's address, etc.) and annotations has been developed; it is the second in the Center's Manual Series. Preparing Citations and Annotations discusses bibliographic styles in general and gives detailed guidelines for accurate citations, and how to write annotations for different types of documents.

Once all the entries are completed, they are passed on to the Coordinator who is responsible for organizing the Bibliography section.

- *Organizing the Bibliography*. The following steps serve to guide the Coordinator in organizing this section of the periodical:

    1. Read through the entire Bibliography to get a sense of its scope, and to decide on possible sub-divisions (e.g. manuals and handbooks; journals and newsletters). Any omissions or redundant entries should be corrected at this time.

    2. Check citations for accuracy and consistency in style. It is advisable to go through all the entries several times, dealing only with the citations, paying attention to specific points each time (e.g. punctuation or publication information).

    3. Check all annotations for accuracy and use of language (e.g. repetition).

    4. Alphabetize the Bibliography and compile separate sections, if desired. Go

through the rearranged entries again, checking all citations first, then reread all annotations; double-check alphabetizing.

5. Give Bibliography to the Director for comments; make changes, if necessary, and have final copy typed.

D. REFERENCE REVIEW

The "Reference Review" section provides up-to-date information on topics that may or may not be related to the focus of the Lead Article, Project Highlights, and Bibliography. The focus may be either theoretical or practical, or a combination. Often this section serves to expand on a topic only briefly covered in other sections, or to provide specific, practical guidelines for activities common to non-formal education projects. In either case the aim is to provide something of interest for readers for whom the theme of the issue may not be particularly pertinent. The selection of topics for the Reference Review proceeds in a similar manner to that of the thematic sections of the publication. Once topics have been selected, the production of the Reference Review is assigned to one or two staff members. They research the topic in the NFEIC collection, identify key documents to be included in the section, and draw up a tentative format. When this has been reviewed by the Coordinator, writing begins.

In general, the guidelines for writing annotations for the Bibliography also apply to the Reference Review. The format is different, however, and the style somewhat more conversational and less formal. Full citations and addresses from which documents can be obtained, or more information can be requested, are included. A general introduction is written to point out key issues and concerns. When the Reference Review section is prepared, and approved by the Director and Issue Coordinator, it is ready for final typing and copy-marking.

E. NETWORK NEWS

The purpose of this section is to inform readers about various activities within the NFE network. It includes announcements of new documents and conferences, and short descriptions of organizations and activities of interest to persons involved in non-formal education worldwide. Frequently, it also provides an update on a topic recently covered in the topical sections of the publication.

The Coordinator keeps a file of information for selecting entries in the "Network News". (Appendix D gives an example of the form used to summarize scope and content, and other information pertinent to the items being considered for inclusion.) The Network News Section is typically one to two pages long. Once a

decision has been made about which items to include, the approximate length of each item is estimated and a tentative format drawn up.

The writing of the Network News is assigned to one or more staff members. In general, the guidelines for writing annotations for the Bibliography also apply to this section, but the format of items is different. The style is also somewhat less formal. For abstracts of new documents the following information must be given: a description of the document, background information on the organization if available, a brief summary of the content, and full address from which the document can be ordered, or more information can be obtained. Announcements of events or new organizations should include a sentence or two indicating why the event or organization is of interest to readers, and the full name and address of person or organization to be contacted for further information. Brief headings are used to set off items or groups of items on a particular topic.

After review by the Director and Issue Coordinator, the Reference Review section is typed and ready to be copy-marked.

## F. SOME REFLECTIONS ON A TEAM APPROACH TO WRITING

In concluding this section of the manual, we wish to remark on certain aspects of taking a "team approach" to writing a

periodical; these are: (1) the need for communication, (2) maintaining a consistent style in what is written, and (3) giving recognition to personnel for special contributions.

- *Communication*. It is the Center's experience that an approach that emphasizes cooperation and teamwork requires open and frequent communication among staff members, not just in the beginning stages, but throughout the production process. Although not everybody participates in every stage and segment of producing The NFE Exchange, all staff members need to be kept informed of the progress being made on the publication as well as various other work activities undertaken by the Center. In the NFEIC this is achieved through regular team meetings in which staff members share the progress of their work with one another, and talk about the work at hand and related experiences. Such interaction offers each staff member a more complete picture of how their assignments fit in with the overall effort; it also serves as an appropriate time to review progress being made on the publication as a whole, and to revise time commitments, if necessary. We have found that this kind of communication enriches the quality of the writing and the final product, because the diversity of staff members' experience and ideas serves as inspiration and stimulation for the work being done.

- *Writing Style*. On any periodical there must be agreement on "style", both in the sense of effective writing, and standard usage and typographical practice. Agreement on the general style that all team members will use increases the readability of a publication and reduces time needed for copy-editing. There are a variety of sources which may be consulted when questions concerning style consistency arise. Some of these sources stress writing and grammatical information, while others may emphasize such things as usage and technical matters. In our experience we have found that it is useful to have a few such reference sources available, so team members who are writing or editing materials can consult them. A dictionary is also an extremely valuable resource. In addition to these standardized resources, team members are also encouraged to review previous issues of The NFE Exchange for points of style particular to this publication. We have learned that this also helps to maintain a consistent tone and writing style from one issue to the next, even though thematic topics may be very different.

- *Giving Recognition*. One aspect of publishing a periodical that is frequently overlooked is: how to "give credit where credit is due". It has been our experience that the features that give rise to the NFEIC's particular strengths also present

particular dilemmas. While we are convinced of the benefits of teamwork, giving individual staff members credit for their specific contributions is important, as well. Such recognition serves as encouragement and motivation. Yet, an overemphasis on individual contributions may promote competition and undermine the spirit of teamwork and cooperation. With regard to The NFE Exchange, the issue remains only partially resolved. In print, all team members are recognized in the "Credit Box" which appears on the last page of the publication. In addition, the initials of staff members who write the Lead Article appear below it. Internally, an attempt is also made to recognize each member's contribution verbally or in writing. We acknowledge, however, that this may not always be sufficient. This dilemma only serves to illustrate the complex issues involved in publishing a periodical of this sort.

## PART III: EDITING, PRINTING AND DISTRIBUTION

In the previous sections we have tried to show the overall interdependency that exists among the various activities involved in planning and writing The NFE Exchange. Careful coordination of all aspects of a newsletter's production is essential. As we noted earlier, our own experience suggests that a primary key to success is close interaction between the Issue Coordinator, the Publications Editor, the Director, and the writing staff. This team effort, so important to the planning, researching and writing of each issue, does not end with the completion of the draft. Rather, it continues as a vital part of the work involved in physically designing, constructing, and printing the newsletter. In this section we focus on some of the technical details of preparing The NFE Exchange for printing and distribution.

### A. COPY-EDITING

As each section of The NFE Exchange gets closer to its final form in the production process, more time and attention is paid to improving the quality of what has been written. Ideally several experienced staff members participate in the work of carefully reviewing the text, page by page, for any mistakes or omissions. When mistakes are found, the copy is marked to indicate

the error and show the correction that was made.

Once the various sections of the publication have been reviewed and revised by the staff, they then go to the Publications Editor for final copy-editing. At this point in time, the Editor is responsible for critically examining the style, readability, word usage, and grammar of the copy, and for making any necessary changes. Following this step, the copy is again reviewed by the Issue Coordinator and the Director. If it meets with their approval the next procedure is to prepare the copy for the printer, by marking instructions on each page. (It should be noted here that "copy-marking" is only required when the publication is to be printed, other production processes would involve different operations from this point on, e.g. the typing of stencils, if copies are to be mimeographed.)

B. COPY-MARKING

In this step, all the information needed by the printer and typesetter is noted on the copy using standardized symbols. For example, the Editor may write: "10 x 11 point Helvetica Roman x 20 picas" on the copy, which indicates that the type name is Helvetica, it is to be 10 point in size but set so there is an extra 1 point of space between all the lines, and the width of the column is to be 20 picas (both "points" and "picas" are

printer's measures). Professional printers and typesetting firms often have practical booklets available that can help in proof-reading and copy-marking. We have included in Appendix E a table of frequently used "proofreaders' marks".

C. THE PRINTING PROCESS

The NFE Exchange is printed by the University Printing Department of Michigan State University. Copies are printed on high grade paper using a typeset photo-composition process. In this process the printing work goes through three distinct phases before final copies are reproduced. Each phase requires additional effort on the part of Center staff - particularly the Publications Editor, the Issue Coordinator and the Director. The work to be done at the completion of each step in the printing process is briefly discussed below under the headings: "Galley Proofs", "Layout", "Page Proofs" and "Silverprints".

- *Galley Proofs*. The first printed pages received from the printer after typesetting are the "galley proofs". These initial prints represent a first attempt to put on to typeset printed pages what had been on typewritten pages. On the galley proofs, no attempt has been made to arrange the placement of paragraphs and headings on each page; rather, the emphasis is on reproducing

the text paragraph by paragraph, in the exact print size to be used in the final copies.

Accuracy is of the utmost importance at this stage in the production process - so the galley proofs are carefully reviewed by NFEIC staff members. Generally this task of "proofreading" is done by teams of two people working together - one reading the words and punctuation marks from the printed copy while the other compares the spoken words to a duplicate copy he or she is reading. Repeated proofreading, through a rather tedious and time consuming task, greatly improves accuracy. Attention to detail is a prime requirement, as is the ability to recognize inconsistencies in style from one section of the publication to the other. Although one might want to apply the maxim "one can never proofread too many times", or "one more time is better", the reality of deadlines and the cost of worker time must be balanced to achieve optimal accuracy in a set amount of time.

Once the galley proofs have been reviewed by members of the staff, and revisions have been made, the Publications Editor begins the work of designing the layout of each page.

- *Layout*. The purpose of the "layout" is to produce an exact example of each page to be printed that will serve to guide the work of the typesetter and the printer. The task entails cutting out the

printed headings and columns of text from the galley proofs and carefully arranging and affixing them on pages, exactly as they are to appear in final print. (Most often it is the printer's responsibility to do the layout of a publication, with regard to The NFE Exchange, however, we have chosen to do this step and assigned the task to the Editor.) In doing the layout special attention is given to meeting the set of specifications that had been worked out in advance by the Publications Editor and the printer. Usually the measurement specifications for such things as the width of columns, the spacing between paragraphs, etc., do not change much from issue to issue.

When the Editor completes the layout for The NFE Exchange, it is reviewed, revised, and carefully reviewed again, before it is delivered to the printer.

- *Page Proofs*. The second, and more finalized, set of prints provided by the Printer are the "page proofs". These are examples of what each page of the periodical will look like when printed. Once again, the pages are carefully checked and reviewed by the Issue Coordinator and the Director, who note what corrections and alterations should be made, and where. The proofs are then returned to the printer who makes the necessary changes before producing the final proofs.

- *Silverprints*. The last set of proofs prepared by the printer is referred to as the "silverprint". It is the silverprint that is used for the photographic work in the actual printing. While changes can be made in the silverprint, if absolutely necessary, it is much more expensive than making changes in the earlier sets of proofs. We have found that careful and repeated review of the galley and page proofs can greatly minimize, or eliminate altogether, the need for changes at this stage.

When the silverprints are approved, copies of the publication can then be produced.

D. DISTRIBUTION

For most issues of The NFE Exchange, from 5000 to 6000 copies have been printed and distributed among readers in more than 140 countries. For overseas distribution air mail is used, because it is much quicker and often more reliable than surface mail.

The work of preparing the publication issues for distribution is done by staff members of the Center. Every attempt is made to reduce the amount of time required to actually get copies in the mail. Even before copies are completed by the printer, staff members begin preparations for distribution. Mailing labels, prepared in advance, that show the name and address of each recipient are put on envelopes, which are then organized according to

countries to which they will be sent. This means that once the printed copies are received from the printer, the only task that remains is to put a copy in each envelope and add postage fees, before they are mailed.

The key to the accuracy and efficiency of the distribution operation is the NFEIC mailing list that includes the names and addresses of all the individuals and organizations who are to receive the publication. The list has been compiled with great care from our correspondence file, with changes made whenever necessary to ensure that it is up-to-date. (Another manual in this series, Maintaining An NFE Network Through Correspondence, explains how the Center's correspondence is handled and records are kept.) Working from a well organized and correct mailing list not only saves time and energy, but it helps to eliminate costly mailing mistakes. Obviously, it is of the utmost concern that all the copies of The NFE Exchange that have been produced are received by our readers and not sent to wrong addresses, or lost in the mail because of errors that have been made in preparations for distribution.

## PART IV: FOR THOSE INTERESTED IN PRODUCING A NEWSLETTER

The purpose of this section is to offer some assistance to others who wish to start a newsletter or similar publication of their own. Included are a number of questions intended to assist the process. Also provided are some references to other newsletters of possible interest.

### A. QUESTIONS TO CONSIDER AND ISSUES TO RESOLVE

Listed below are some of the primary questions that need to be addressed when preparing to start a newsletter. The questions have been arranged so as to begin with the most basic issues and proceed to various technical considerations.

#### 1. Basic Issues

The most basic issues in conceptualizing and planning a periodical are those that pertain to purpose and function, audience, costs, resources, and management: "What are we aiming to achieve? Who is it we are trying to reach? How much will it cost? What resources are available to us? How will it be managed?"

- *WHAT IS THE PURPOSE AND FUNCTION OF THE PUBLICATION?*

  How will the publication relate to the goals of the organization?

  What will be its function? Will it try to convince, educate, inform, or entertain the readers? Will it disseminate new information, or synthesize information from various sources? Will it seek to promote a particular viewpoint or message?

  What will be its focus in terms of content? What topics will be covered? How will they be chosen? Will it focus on specific issues of a single topic, or will it encompass many issues and many subjects? Will it report, analyze, or describe the subject matter? Will it be technical, theoretical, or practical in nature? What levels of sophistication will it aim to reach?

- *WHO ARE THE INTENDED READERS?*

  Who will be the readers? Are they known in advance, or will a list of recipients be developed over time? Will they be homogeneous or heterogeneous with regard to cultural background, education, interests, and occupation?

- *WHAT COSTS WILL BE INCURRED?*

  How much will it cost to produce the publication? What recurrent and one-time costs must be considered in the budget? Will the publication be sold to cover costs... or to make a profit, or will it be distributed free of charge?

- *WHAT IS THE RESOURCE BASE OF THE PUBLICATION?*

  What financial resources are available for the publication?

  What personnel are required? Are they available? If existing personnel are to be involved, what are their particular strengths and skills? Will other individuals contribute to the publication - for example, will articles be solicited or contracted, or will all writing be "in-house"?

What information resources are accessible, and how can these be utilized best?

- *HOW WILL THE PUBLICATION BE MANAGED?*

How frequently will the publication be produced and distributed?

How will the production process of each issue be planned, outlined, and monitored?

How will the production process proceed? Will staff members work individually, or in teams? Who will be responsible for the various tasks involved, e.g., who will do the writing, the editing, the art work, etc.?

Who will make copies of the publication? Will it involve a printing or a duplicating process?

How will it be distributed? How will a mailing list be developed and maintained.

How will the publication be evaluated, and how will the evaluation be incorporated into future issues?

II. Technical Issues

Listed below are a number of questions which may be useful in thinking about the appearance or "format" of a newsletter. As noted with regard to The NFE Exchange, it is best if the decisions made about format are standardized, and applied consistently to subsequent issues, with minor adaptations as needed. Such consistency offers many important benefits in terms of time, energy, and money saved.

What size will the periocial be?

How many columns will there be on a page?

How wide will the columns be?

What sizes, styles, and faces of type, will be used for the body of the text, and for the headings?

What weight and color of paper will be used?

Will the cover page be of the same weight?

What color of ink will be used?

Will there be any art work or photographs? What will the additional cost be?

How will the periodical be bound?

## B. SOME NEWSLETTERS OF POSSIBLE INTEREST

One very useful approach to making decisions about the format of a periodical being planned, is to first review a variety of newsletters, in order to see what others have done. It may also be useful to consult other newsletters and periodicals to observe their content, organization, and treatment of subject matter. For this reason, we have included a listing of some newsletters that may be of interest.

Curriculum Development Newsletter. African Curriculum Organization (ACO), The Editor, Curriculum Development Newsletter, ACO/GTZ Course Team Office, c/o Kenya Institute of Education, P.O. Box 30231, Nairobi, Kenya.

Deeds Dialogue. Development Education Service, Plot No. 3835, E. Block 16th Street, Anna Nagar, Madras 600 040, India

Development Communication Report. Clearinghouse on Development Communication, 1414 22nd Street, N.W, Washington, D.C. 20037, USA.

Impact. Asian Magazine of Human Development, 1742 Mendoza Guazon, Paco, P.O. Box 2950, Manila, Philippines.

Kurukshetra. Publications Division, Patiala House, New Delhi 110001, India.

Participatory Research. The Participatory Research Group, 386 Bloor Street, West Toronto, Ontario M5S 1X4, Canada.

Senela. Extension Aids Unit of the Minisry of Agriculture and Natural Resource, Yundum, The Gambia.

SINENFAL. Servicio de Intercambio de Informacion en Educacion No Formal y Mujer para America Latina (SINENFAL), Apartado Aereo 53372, Bogota, D.E., Colombia.

Many additional newsletter titles, and addresses of organizations publishing them, can be found in Journals and Newsletters on Non-Formal Education and Development: A Selected, Annotated Bibliography produced by the NFEIC, and available on request.

## Appendix A

## Examples of Production Schedules

NFE Exchange #22: Women in Development

Schedule

| Week # / Date | L.A. | P.H. | Bib. | R.R. | N.N. |
|---|---|---|---|---|---|
| 12 June 15-20 | | | | | |
| 11 22-27 | | | | | |
| 10 29-4 | | | Selection done | | |
| 9 July 6-11 | | Selection done | | | |
| 8 13-18 | Outline done | | | | |
| 7 20-25 | | | | | |
| 6 27-1 | | To Issue Coordinator | | Discuss Progress | Discuss Progress |
| 5 Aug. 3-8 | | Circulate + To Publication Editor | To Issue Coordinator | | |
| 4 10-15 | Circulate Final Draft | To Printer Proof | Circulate + To Publication Editor | | |
| 3 17-22 | To Publication Editor | Layout and Check | To Printer + Proof | To Issue Coordinator | To Issue Coordinator |
| 2 24-29 | To Printer Proof | Proof | Layout + Check | To Publication Editor | To Publication Editor |
| 1 Sept. 31-5 | Layout + Check | | Proof | To Printer Proof/Layout | To Printer Proof/Print |
| 0 7-11 | Proof Print | Print | Print | Proof/Printer | Proof/Print |
| | MAIL | | | | |



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NFE Exchange #24:
Planning NFE Projects

| | Feb. | March | | | | | April | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Week# | 4 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| LEAD ARTICLE (5 pp.) | | OUTLINE | 1st DRAFT | | 2nd DRAFT | DISCUSSION | FINAL REVISIONS | EDIT → PRINTER | | |
| PROJECT HIGHLIGHTS (3 pp.) | SELECT | | WRITE & REVISE | | EDIT | REVIEW | FINAL EDIT → PRINTER | | | |
| BIBLIOGRAPHY (6 pp.) | SELECT | | | | | | | | | |
| | | WRITE | | | | | | | | |
| | | | | EDIT & DOUBLE CHECK | | COMPILE | | REVIEW → PRINTER | | |
| REFERENCE REVIEW (1 p.) | | | | | SELECT | WRITE | EDIT | REVIEW → PRINTER | | |
| NETWORK NEWS (1 p.) | SELECT | | | | | WRITE | EDIT | REVIEW → PRINTER | | |

## Appendix B

## Examples of Scanning Procedures

DOCUMENT SELECTION
NFE EXCHANGE #

Call Number_____ Volume #_____ Date _____

Author/Title_____

_____

_____

Why Include?_____

_____

_____

_____

_____

Target Population?_____

Project?_____

_____

DOCUMENT SELECTION

NFE EXCHANGE #

Call Number_____ Vol. #_____ Date_____

Author/Title_____

_____

_____

Why Include?_____

_____

_____

_____

_____

Target Population?_____

Project?_____

DOCUMENT NO._____

CITATION INFORMATION (Author, Title, Name of Journal, Vol., No., Date, Publishing Organization, (do not include address), pages

_____

_____

_____

SCANNING: Definitely Include ____ Definitely Omit

1st Scan (researcher___) 1 2 3 4 5

2nd Scan (researcher___) 1 2 3 4 5

ABOUT THE DOCUMENT:

Sectors discussed: (circle)
Formal Education / Health / Nutrition / Vocational / Recreation / Training Agriculture / Human Ecology / pre-School / Daycare /

Groups Discussed (circle)
Children aged_____
Parents, Siblings, Formal School Personnel, NFE Workers, Volunteers, youth groups, church groups
Rural, Urban
Other:_____

Type of Document (circle)
Case study, theory, general discussion, bibliography, directory, journal or newsletter about children, manual, example of materials for children

Region (circle)
Africa, Asia, Middle East, Latin America, Europe, North America
Name of Country:_____

_____

COMMENTS

ABOUT PROJECTS LISTED IN THE DOCUMENT (Use other side if necessary)

| Page # | Name of Project | Country | Target Audience | Key features of Project |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

ABOUT THE ASSIGNMENT:
Special Instructions:
Author_____
Double checker_____
Date received_____
Return to PH/BIB coordinator by_____

## Appendix C

## Guidelines for Writing Project Highlights

NAME OF INFORMATION ANALYST:

Project Highlights
Page 1

1. General Information

Document Numbers: _____

_____

Name of Project: _____

Country: _____

Sponsoring Agency(s): _____

_____

Scale of Project: _____

_____

2. PROJECT BACKGROUND INFORMATION

2.1 Perception of problem/Rationale for NFE project: (Origins and conception of project)

2.2 Goals, Aims, Purpose of project - what does it hope to accomplish?

2.3 What makes this an NFE project?

2.4 History of the Project: (date started and by whom, is this a spin-off of a pilot project, who currently manages it, date ended - if appropriate, major phases of project)

2.5 Relationship with other Development efforts: (Is this a part of a larger project, does it share common facilities, workers with other projects?)

2.6 Location of project: (Site, name of town, where located in town or district, why the site was chosen, convenience or suitability to participants.)

---

3. AUDIENCE

3.1 General characteristics: (Rural/urban, men, women, whole families, youths, etc; Are the program components designed for the different types of participants to learn together or separately? Number of participants per group.)

3.2 Why is the project directed specifically at this group? (Special needs, etc.)

3.3 What are the expected outcomes or benefits to the specific audience? (e.g. increase in income, decision-making skills, improved crop production, etc.)

4. PROJECT WORKERS

4.1 General Characteristics: (Locals, agency people, government people, etc.)

4.2 Selection Criteria: (Age, relationship to audience, who made selection.)

4.3 Training of project workers or staff: (Is there a training component for the workers as part of this project? Length, location, approach and strategies for training project workers, frequency of training?)

4.4 Role of paraprofessionals

---

5. STRATEGIES FOR WORKING WITH THE AUDIENCE

5.1 General features: (description of project details - methods, materials, facilities, services provided, operation of activities - essential elements of programs, frequency of classes, materials, involvement of participants in design.)

6. FUTURE GOALS OF PROJECT

6.1 General: (Will the operation of the project be turned over to local community, will it continue to be operated by the sponsors, is it temporary, permanent?)

---

7. EVALUATION (As noted in document)

7.1 Has an official evaluation been conducted? (Method, findings, etc.)

7.2 Progress of individuals:

7.3 Progress in operation of project:

---

OTHER INFORMATION OF INTEREST THAT MIGHT BE INCLUDED IN THE HIGHLIGHT.

## Appendix D

## Guidelines for Writing Network News

## GUIDELINES FOR THE NETWORK NEWS SECTION OF THE NFE EXCHANGE

**PURPOSE:** To identify interesting documents, organizations, and projects not related to topical focus of issue. To announce conferences, jobs, workshops, activities of network members, etc.

**GOALS:** MINIMUM: To provide enough information about document, project etc. so the reader will know if it is worth contacting the organization.
MAXIMUM: To identify current issues and questions in NFE through the use of announcements, book reviews, etc.

**??'s:** After reading the article, a person should be able to at least answer questions #1-4 and preferably #5 and 6.

1. Who would be interested in reading the document--academics? planners? mid-level personnel? practitioners?
2. What are the unique features of the document? What subject areas are discussed in the document? Does it focus on a particular sector? target audience?
3. Why is this of interest to those working in NFE?
4. Where can the reader obtain more information about the document?
5. What issues are raised by the document?
6. In what other NFE activities is the publishing organization involved?

### Some General Guidelines Concerning the Organization and Content of Articles

Announcements of documents (length varies from 8-25 lines):

1. Headline
2. Description(s) of document(s)--1-2 sentences per document
3. Background information on organization--1-2 sentences
4. Lists of other interesting documents
5. Ordering information

Abstracts (length varies from 15-30 lines):

1. Headline
2. Description of document
3. Discuss general themes, important issues
4. Background information on organization (if applicable)
5. Other interesting documents (if applicable)
6. Ordering information

Other announcements--conferences, jobs, requests for materials (length--7-16 lines):

1. Headline
2. Lead sentence indicating why announcement is of interest to readers
3. Elaborate on lead if necessary
4. Name and address of organization



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Some General Format Guidelines

**Headlines:** Summarize the key features of the article in no more than 25-30 characters.

**Publication Information:** Use the following sequence when announcing documents: Title (date, ___pp.) by author(s) or Title (date, ___pp.) edited by name.

**Organization Information:** Give complete name and address of the organization, country names should be in capital letters. Note: Be careful about using the terms available from and order from when writing your blurbs. If there is any doubt about where to obtain the document (or if our information is old) use phrases such as For more information contact. . .

**Typing:** 52 characters per line, doublespace, no split paragraphs. Pages: only one article to a page. In upper right hand corner of each page include the following information:

NN/Slug (1 word description of article)
p____of____

At end of article write your name/doublechecker's name, document no. and date.



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## Appendix E

## Proofreaders' Marks

# PROOFREADERS' MARKS

⊙/ Period
,/ Comma
:/ Colon
;/ Semicolon
'/ Apostrophe
"/ Quotation Marks
-/ Hyphen
(/) Parentheses
[/] Brackets
¹/ Superior letter or figure
₂/ Inferior letter or figure
‖ Align vertically
1—1 One em dash
(Circle) abbreviations to be spelled out
¶ Paragraph
1½ ¶ Paragraph indention 1½ ems
No ¶ No paragraph
⌒ Run in or Run on
Z Mark-off or break. Z Start a new line
Insert matter omitted see copy out

caps Capitals
s. c. Small capitals
c & s.c Caps and small caps
ital Italic
bf Boldface
X Defective letter
Take oout
insert Insert ^ at this point
sp Space ˆ is ˇ not even
# Insert space
⊂ Close up entirely
[ Move to left
Move to right ]
] Center [
stet Let stand ~~all matter~~ above dots
2 ] Indent two ems
lc Lower Case letter
wf Wrong font letter
tr Transpose letters
tr Transpose as marked (word)

## Appendix F

## The NFE Exchange

Issue No. 23 — 1982

NFE Information Center

A Timely Information Exchange Service on Non-Formal Education

# The NFE Exchange

## LINKING FORMAL AND NON-FORMAL EDUCATION

*Linkages between formal education (FE) and non-formal education (NFE) are explored in the topical sections of this issue of* The NFE Exchange. *The lead article discusses how linkages can help put into practice changing concepts of education and development. The "Project Highlights" and the "Select Bibliography" identify specific projects and documents that deal with the subject. The "Reference Review" presents examples from the literature on the roles of paraprofessionals in rural development, literacy, and primary health care programs. As always, "Network News" calls attention to some publications of interest that have recently come to our attention.*

In some African countries, young people are learning a trade through on-the-job training, while at the same time improving their basic skills in the hours reserved for classroom instruction. Students in other settings learn to cope with the problems of everyday life by working in school-connected model farms and cooperative stores. Many adults use the community school for workshops and evening programs.

An experimental project in Asia uses teachers from the schools to lead non-formal education courses which send primary students into the community to learn of farming, crafts, and their national heritage. Elsewhere, non-formal education is being directed as part of the national school system, setting goals, running programs, linking local-regional-national levels of administration, evaluating results, and coordinating the work of many organizations.

Women in a Latin American village, trained in modern business techniques to operate an artisans' cooperative, have established a thriving chain of enterprises and now apply both their profits and new leadership skills to improve the local school system.

Each of the examples above illustrates a "linkage," defined by Cole S. Brembeck as "any point of meaningful contact between formal and non-formal education." Linkages may occur at the national level through policy decisions to integrate all educational resources, or in an administrative structure encompassing all types of education. At the local level, formal and non-formal educators, with mutual concern about the purposes of education, may share facilities, human resources, and teaching methods. For example, adult evening classes may be held in school buildings and taught by school teachers trained to work with adults. Or parents and skilled citizens may be called upon to teach or supervise children during sessions of practical, applied learning, or to help design locally relevant curricula. Children may also participate as teachers in literacy and numeracy programs for adults, in this way sharing non-formally what they learn in the formal system.

### Reasons for Linkages

Traditionally, the linking of FE and NFE programs has often taken the form of "bridging." Students participated in non-formal education programs to gain necessary skills to reenter the formal system. Students and their parents saw this as a way to gain the certification required to enter the formal job market and share in the status and wealth associated with the modern sector.

These expectations have not always been met, however. In many countries, school-leavers are finding that their certificates no longer guarantee them the jobs or the salaries to which they aspired. The modern sector is not expanding rapidly enough to absorb the growing number of graduates, so many



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find themselves without jobs, and without the skills for tasks in agriculture and the informal labor market. Thus, many attempts to use non-formal education as a bridge to the formal system and the formal job market have been unsuccessful.

Nevertheless, efforts to link formal and non-formal education are still being made in a variety of settings for other reasons. These linkages represent efforts to overcome historical distinctions between formal and non-formal education that are rooted in widely divergent perspectives on the meaning and purposes of education, development, and the role of education in development. Such linking is seen by many as a cost-effective way to make the best use of a nation's limited resources to meet the ever-increasing demand for education. It is also regarded as one way to broaden the concept of education to encompass more than schooling, and to provide relevant education to all people.

Some have used the concepts of a total learning system, lifelong learning, and recurrent education to describe education as a unified process that takes a variety of forms and continues throughout life. What this perspective makes clear is that learning can take place at any age and in many settings. In this view formal education or "schooling" is only one mode of learning among others, and schools are seen as resource centers serving the whole community — children and adults of all ages. Moreover, many forms of out-of-school learning, or non-formal education, are considered equally valid learning modes.

Many educators argue that such a perspective on education is in line with development goals that stress meeting basic human needs, fostering human development, and improving the quality of life of all citizens.

The view that learning should be a lifelong process and that education is a fundamental human right is shared by many leaders and educators. Yet, to give substance to such a philosophy requires a realistic appraisal of the present state of education in a region or nation, and its historical evolution — a task for which governments may lack the resources, time, or commitment. Thus educators striving for educational relevancy and opportunities for all are often faced with political and economic constraints over which they have little control. The challenge is to achieve their aims within boundaries drawn by others.

Linkages may be effected at both the macro and the micro level. In the following sections we first look at the many ways in which linkages may be forged at the micro level in local communities and regions. Such linkages can be powerful strategies to enhance educational opportunities for all people. Community members — local leaders, non-formal educators, teachers, parents, and children — have considerable power to create and maintain such linkages. Here we consider linkages as they relate to shared facilities, human resources, and methods and content.

## Sharing Facilities

At the most basic level, linkage can occur through the sharing of facilities. Much money and many other resources are often invested in educational facilities, yet these may not be used to the full. School buildings can be used for regular formal school programs in the mornings, alternative reentry programs for primary school drop-outs in the afternoon, and adult literacy classes at night. Likewise, other buildings in the community, such as a community center or a church, can be used for both formal and non-formal education programs. In such ways physical resources can be used more productively, and the community and the educational system brought closer together in a total learning system.

Still, a community may not be fully aware of what is really at its disposal for educational programs. If this is the case, community leaders can conduct surveys to locate available resources and to clarify the terms under which they can be used.

To ensure that the sharing of physical resources runs smoothly, open communication among owners, managers, and administrators is imperative, so that responsibilities for maintenance and security are clearly understood by all. A committee consisting of representatives of the various groups might facilitate the process. Ideally, decision-making regarding the sharing of resources should be a community affair.

## Sharing Human Resources

Formal and non-formal education systems can also be linked through the sharing of personnel. Meaningful linkages can be established if teachers share their expertise in non-formal settings, if parents and community leaders are recognized as educators and incorporated into educational activities, and if non-formal educators, such as health workers and extension agents, are called upon to teach in schools. Such linkages present several challenges to the community. They require attitudes toward education that focus on learning rather than on status achievement and credentials. Also, because of the traditional separation of school and community, parents and other community members may be unfamiliar with the formal system. They may benefit from opportunities to learn about local schools and their potential role in them. Lack of experience can make it difficult for those unfamiliar with the formal system to interact with it. At the same time formal school teachers may find that non-formal programs and their participants require different approaches than those used in the formal system.

Linking formal and non-formal education at the local level has several implications for teacher training programs. Greater emphasis on adult development seems warranted. Future teachers would thus acquire a range of teaching skills that include both formal, one-way teacher-learner interaction, and the



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more participatory forms of education. Student teachers would be helped to become sensitive to the community and its needs. There are a number of ways of achieving this end. For example, students may be required to spend a period of time during their course of study in a rural community, participating in NFE programs. Or they may help to carry out surveys or other forms of participatory research.

In spite of adequate training, the increased involvement of formal teachers in non-formal education activities may create conflict for the teacher and have detrimental effects on both the formal and the non-formal activities, unless the linkages are prudently administered and conducted. If a teacher's primary role involves educating youth in the formal school, adding the responsibility of non-formal activities can lead to role conflict and overload. Especially in areas where the shortage of trained teachers is acute, this can be a serious problem. Teachers may end up unable to perform either task satisfactorily.

This dilemma again points to the need to involve community members in formal as well as non-formal education activities. Greater community involvement in the formal school could ease teachers' burdens, freeing them to share their knowledge and skills in non-formal programs. Ideally, in a truly educative community, teaching and learning would be shared by all.

Linkages could also serve to encourage each system to take advantage of a wider range of learner interests and experiences. In the past, each system has tended to cater to specific groups of learners. Formal education in Africa, Asia, and Latin America has usually involved a relatively small number of privileged students. NFE programs, on the other hand, have usually attracted those who have been unable to gain access to, or make full use of, the formal system. Linkage presents the opportunity for the two systems to share responsibility for all learners, regardless of background or personal aspirations. As a result, all participants gain greater access to the diversity of ideas and experiences brought to the program by the learners themselves.

## Sharing Methods and Content

The growing demand for mass education and the widespread recognition that formal education must become more functional have led to a search for alternative teaching and learning methods. Though often not recognized as such, this involves a linkage of formal and non-formal education. Making formal education more flexible and relevant may involve introducing learning methods that are more generally associated with non-formal programs. Examples include dialogue, role-playing, dramas, simulations, and group discussions and problem-solving. The formal system may also use strategies commonly associated with out-of-school learning, such as radio schools for reaching people in remote areas.

Greater flexibility in the formal education system may also mean a decreased emphasis on grades, credits and diplomas. Or it may require experimenting with alternative procedures such as credit-by-examination or credit-for-work-experience.

Curricular flexibility may also be important. Instead of fixed curricula handed down by the national government, local schools may require a measure of freedom to adapt curricula to local needs. Thus schools may be called upon to teach practical life skills generally taught informally or through non-formal programs. On the other hand, care must be taken to ensure that the curriculum is not entirely localized, to avoid two separate systems of education being developed, one rural and one urban, with the urban one being more "modern" and regarded as superior to the rural school.

The content of basic education programs, for example, literacy and numeracy, may need to include functional knowledge like agricultural concepts and practices. Where formal school teachers lack the knowledge and skills to teach such subject matter, parents or other community members may become involved as paraprofessionals in the schools. As suggested before, such linkages have implications for the administration of school programs — calling for greater flexibility — and for teacher training.

The sharing of methods and content is a reciprocal relationship. Non-formal educators can gain additional skills and techniques by using the experience of those involved in formal education. For example, they may recognize the need to set particular standards and to measure progress towards objectives. Yet, these educators are only beginning to develop effective techniques for determining the utility of NFE programs and the effectiveness of specific learning methods. Formal education, on the other hand, has a long history of measurement and evaluation. Though we do not suggest blind acceptance of the methods formal education has to offer, it is quite possible that NFE workers can learn from and adapt them to particular programs.

One area where similarities between formal and non-formal education have received little attention concerns process skills. For a number of years, NFE programs have gone beyond merely teaching vocational skills to engaging participants in activities that develop such skills as problem identification, data collection and analysis, and selection of appropriate solutions to problems. Similarly, in its best form, formal education teaches conceptual, analytical, and methodological skills, for example. The potential to mesh the best from each system gives the possibility of better tools of analysis and control in the hands, and minds, of all learners.

In the preceding sections we have focused on education as it relates to basic skills people need to "cope" with their daily lives. In many cases, however, NFE programs and much of formal education



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have been designed to improve the employability of the learner.

## Education for Employment

In their efforts to link education more effectively with the world of work, educators have developed a variety of programs that share elements from the formal and non-formal systems. This often enables students to acquire vocational skills and study academic subjects at the same time. Though marketing of products or payment for service is usually a part of these undertakings, they still may require substantial financial support from governments or private volunteer organizations. In addition, these programs require careful planning and management to ensure that trainees are equipped with a range of skills wide enough so that they can support themselves when the training is over.

Work-related study has taken various forms in schools and universities, including work/study programs, internships, study-service programs, and national youth schemes. These have many advantages. They provide experiential learning opportunities for students and much needed manpower for development efforts in poor countries. Frequently, this kind of manpower is much less costly than permanent staff. Furtnermore, the employing institution may reap substantial benefits from new ideas introduced by the students and from the analytical approaches and enthusiasm that these "newcomers" bring to the field.

Experiential programs also involve some risk on the part of the employing institution. The returns to the institution may be limited if student performance and output are low and if students make errors that could jeopardize the entire program. Thus, supervision becomes critical in such programs. Supervisors have to be willing and able to invest much time and energy and to serve as helpful role models.

Study-service programs vividly illustrate the potentials and problems of work/study schemes. Study-service requires students to work for a period of time — usually in rural areas — during or upon completion of their studies, to repay their opportunity for advanced education. To ensure that students understand the value of the experience, however, it must be relevant to their academic and career goals. Otherwise, students may see the study service as a form of forced labor, and be reluctant to work for rural development in their future careers. Students also need careful pre-service preparation to make them sensitive to the needs and problems of rural people, and to help them learn appropriate communication skills. In spite of the difficulties in implementing successful study-service programs, such programs can foster greater maturity and awareness of national needs in students and help provide manpower where it is most needed for development.

## The Role of Universities

Universities, the ultimate step in the hierarchy of formal education, are involved in linkages in a great variety of ways in addition to the skills training and study-service programs described above. This may be due, in part, to the dual commitment of many universities to research and service. Applying knowledge to the resolution of social problems at the local level is one way in which universities have attempted to fulfill this commitment. For example, many universities provide consultation services to non-formal educators, often in the form of extention programs whose mission is to bring to the people the knowledge generated at the university. This mechanism also serves to make knowledge from the field available to researchers for analysis, synthesis, and dissemination.

Universities may also serve as a link between educational activities at the national and local levels, and as a channel for sharing local experiences internationally. They may house information centers which serve as clearinghouses for a great variety of information needed by formal and non-formal educators in their work. These centers provide an important link between the fieldworker who has little other access to relevant information, and those who generate such information, such as other practitioners, researchers, and policy-makers. In addition, there is a growing interest in the collaboration of universities and other organizations in developing countries with universities in developed countries. This can facilitate the sharing of ideas and skills, and promote international understanding.

Universities function in other ways to link the formal and non-formal systems. They conduct NFE programs and train non-formal educators. For people in a variety of professions and occupations, as well as non-formal educators, they provide:

— short-term, in-service training seminars for personal and professional growth;

— conferences and workshops which promote an exchange of ideas and experiences and provide an opportunity for reflection;

— lifelong education programs stressing relevant life skills; and

— degree programs in non-formal education for non-formal educators.

The issues related to this last point — the formal education of non-formal educators — need to be briefly examined. Some argue that the non-formal educator who is formally trained may subconsciously perpetuate the idea that one must have a formal education in order to gain power and status, thus tending to formalize NFE activities. Others counter that, in the university setting, non-formal educators and their formal counterparts are in an ideal situation to share philosophical perspectives on education,



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come to accept the distinctions between the two systems, and learn to appreciate their similarities and strengths. Thus, even though the formal education of non-formal educators may seem to be a paradox, a real sensitivity to underlying philosophical orientations in education and development can result.

We turn now to a discussion of the benefits and the difficulties of linking formal and non-formal education at the national level. We consider the influence of linkages at the local level on national policy, as well as the effects of macro-level linkages on micro-level educational activities.

## Linkages and Policy

Successful activities resulting from formal and non-formal educational linkages at the local level often influence those in other communities and at other levels. In this way a ripple effect is created throughout the structures involved in education in a country. Moreover, as increased pressure is placed on the resources available for education, staff at the local level are faced with harmonizing differing educational approaches and projects. For these reasons among others, educators and government officials in many countries are calling for national policies that address both formal and non-formal education.

Such broad policies can serve to decrease duplication or contradictions among various governmental and non-governmental organizations involved in educational programs. They can also assist in developing funding priorities so that resources are not so diffusely distributed as to be ineffective, and to place education in concert with broader development goals.

National educational policies may also be a unifying factor. They can provide a general framework under which local initiative and creativity can be facilitated and extended throughout the country. For example, literacy materials developed in a village nutrition project might be successfully adapted for use in a nation's primary schools, if they reflect the "guidelines" of national policy.

**Coordination.** Some governments have created offices of non-formal education within their ministries of education so as to facilitate policy implementation and to make the best use of resources available for education. Special attention should then be paid to educational programs in other ministries as well, such as health, welfare, agriculture, and community development.

Some educators suggest that an advisory committee representing all ministries and other organizations involved in education should coordinate educational policy and resource allocation, to facilitate support and sufficient funding for the efforts of each ministry. This could help a country meet its manpower needs more adequately and make better use of its available resources for both formal and non-formal education.

Such coordination, both within a ministry of education and among the representatives of an interministerial advisory committee, presents a challenge to those officials who formerly had total control of educational programs and budgets. Not only are they faced with rethinking long-standing conceptions of education, but also with sharing and adapting the decision-making process.

**Centralization.** Another challenge in creating such linkages is to safeguard the strengths of non-formal education, especially its flexibility, adaptability, and relevance to local needs. Centralized systems are not always able or willing to decentralize decision-making and to stimulate local participation and self-reliance, now usually considered essential if development is to benefit the poor. Planning for local participation is essential to avoid an increased dependency on high-level experts.

Experience shows that educational programs designed and administered centrally often do not reach the poorest of the poor, but primarily benefit middle and upper levels of society. There is evidence that projects initiated at the local level are more likely to benefit all villagers than highly centralized ones. This seems to indicate that centralization and linkage should be conducted in a way that leaves room for small-scale, locally initiated projects.

Women are one example of a disadvantaged group that could be negatively affected by linkages which are too formalized. Although excluded in large numbers from formal education in virtually all developing countries, women have been given access through NFE programs to relevant training in health, nutrition, agriculture, literacy, income-generation, cooperatives, and other areas of concern to them. Linkages at the local level have often provided them with access to school buildings, facilities, and teachers. In a national FE-NFE system care must be taken that education remains open to women, and relevant to their needs.

In the preceding paragraphs, we have considered the many ways in which linkages between formal and non-formal education are occurring and have outlined some of the policy implications. One further issue deserves attention.

## Rewards

It is generally believed that the society rewards formal school graduates with prestige, high-paying jobs, and positions of power. Even though most people do not experience these rewards, the myth persists. On the other hand, the best paid, high-status jobs are still generally accessible only to



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graduates of the formal system. Proponents of linkages should be aware of this complex situation. They need to consider whether linkage programs share the prestige of the formal system; whether they reinforce the status differential by providing only "second-best" education to marginal groups, thus solidifying their positions in the lower levels of society; or whether, by reducing the distance between formal and non-formal education, they actually contribute to a reassessment of the relative status of different modes of education.

It is particularly important to consider how intended beneficiaries view linkage programs. As long as the benefits of formal education — apparent or real — remain substantially higher than those of other educational programs, learners will continue to aspire to formal education. Many authors argue, therefore, that substantial structural transformation of the reward system of a society is necessary for people to accept a broader view of education and learning, and to assign comparable value to all kinds of education.

## Summary

Linkage activities between formal and non-formal education have been occurring for a long time. More recently planners, practitioners, and scholars have turned their attention to the nature, functions, and implications of these linkages.

The expansion of educational opportunities and options for all learners is a major advantage of linking the two systems. Concurrent with this expansion has been a greater emphasis on developing total learning systems and enlarging the concept of education to a lifelong process. Linked activities are not without their problems, however; and we have tried to identify such concerns.

As linkages occur and are considered, educators worldwide are being called upon to engage in an important process. They must identify the strengths and the unique aspects of formal and non-formal education, determine how these "fit" together for specific educational objectives, and make strategic use of them so that the total system of education is available to far more learners than is now the case. Clearly, such a mandate presents a challenge. In the final section of this article we suggest one approach to this task.

## Questions to Consider

Educators, policy-makers, and planners can use such questions as these, related to linkages, as a checklist as they plan and implement programs in their communities and at the upper levels of organizations.

- What are the purposes and specific goals of the educational activity under consideration?
- Are there existing formal or non-formal education projects with similar objectives? If so, is an additional, separate program called for, or should the existing programs be strengthened through linked activities?
- Have the intended beneficiaries been consulted for their views on the need for the program and its relationship to existing programs?
- What are the strengths of existing formal and non-formal education programs in the community? Can these strengths be combined to enhance the activity under consideration? How?
- What specific features generally associated with formal or non-formal education (for example, buildings, other physical resources, manpower, methods, and teaching materials) are suitable for this activity?
- What seem to be the potential benefits and costs of the linkages being considered? Do the benefits outweigh the costs?
- Can likely outcomes of the linkages be identified? For example, will these linkages maintain, expand, or decrease available opportunities for local initiative in problem identification, program planning, and implementation? Could a proposed linkage in any way prevent some learners (for example, women, preliterates, or migrants) from participating?
- How will the learners perceive the linkage? Will they see it as an asset, personally and to the community, or an imposition that limits their options?
- What concept of education underlies an intended linkage? Is this different from the concept currently accepted among program participants? Can educational programs be offered that will encourage key participants to examine and expand their views on education?
- Who are the key figures in the community whose support can be critical to the success of the linkage programs proposed?
- What resources in the community (human, material, and financial) can be brought to bear in the proposed linkage? Are they available? Is a survey necessary to identify unused or underutilized resources? Who can help conduct such a survey?
- Will additional resources be needed to carry out this program (for example, special skills, training programs, or finances)? Are they available?
- Do the formal and non-formal educators who will be involved in the proposed linkage understand the strengths and weaknesses in one another's programs? What can be done to enhance mutual understanding and cooperation?
- Does the project plan provide for systematic evaluation of the linkage aspects of the proposed activity, both during the course of the program and upon completion?

*– M.M., M.J.P., and L.V.*



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# Project Highlights

*This section of The NFE Exchange singles out a few of the many projects linking formal education (FE) and non-formal education (NFE) that are described in materials contributed to the NFE Information Center library. The projects demonstrate the variety of ways in which facilities, human resources, teaching and learning methods, and educational philosophies are shared among formal and non-formal educators. Sources for the highlights are listed in the "Select Bibliography on FE-NFE Linkages." When available, addresses are included in this section to which readers may write directly for more information.*

FAMILY ENTERPRISES IN ECUADOR USE PROFITS TO SUPPORT FORMAL EDUCATION. Organized in 1966 by Peace Corps Volunteers, the Mira Women's Sweater Knitting Cooperative in northern Ecuador helped provide a group of 28 women with skills in quality control and business management. Through the cooperative, the women were able to realize a higher profit from their sweaters than any income they could expect from available employment. They used much of the money thus earned to support the formal education system, which they valued highly.

Critical to the growth of the cooperative and the sweater industry in Mira was the policy of the provincial and national government of supporting artisan cooperatives that provided commodities for export under the International Trade Agreement of The Andean Pact. This meant that local banks extended credit for the purchase of wool, and that exporters came directly to town to purchase sweaters and place orders for other knitted commodities they desired. Profits to skilled women knitters came to equal the salary of a secondary school teacher in Mira with two years of experience. The profits from Mira's knitting enterprises not only benefited the individuals, families, and community, but also the nation by contributing to Ecuador's foreign exchange earnings.

The exceptionally high profits obtainable through such exporting encouraged the women to reduce the time spent on other activities and devote it instead to knitting and filling large orders. The increase in demand for sweaters and the urgency to complete orders for export caused women in the cooperative to seek out other members of their kinship to help them. Eventually, the organization of the cooperative became less important than the kinship enterprises that developed, and by 1972 the cooperative had disbanded. In 1979 there were some 1,000 families involved in these enterprises, producing 6,000 sweaters a month.

A school director in the town attributed the prosperity of Mira to the fact that the people were helping themselves, and that the cooperative allowed them to utilize an already existing social structure — the extended family network — to increase the participation in the success of the knitting industry. These profits in turn helped them support an improved formal school system; some of them reported that education was the greatest legacy they could give their children. Mira has been contrasted to other towns in the area that were receiving what amounted to international handouts. Those towns subsequently developed an attitude of dependency, and did nothing to help their people or improve their economic situation. (Source: Gladhart and Gladhart, 1981. For more information contact: Emily W. Gladhart, 532 Division Street, East Lansing, Michigan 48823, USA.)

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PHILIPPINES PROMOTES NATIONAL NFE PROGRAM. The Non-Formal Education (NFE) Program in the Philippines operates within the structure of the national educational system as a supplement and alternative to formal schooling. Complementing formal education and drawing on its resources and manpower, the NFE program is directed primarily toward the large number of children, youths, and adults who lack access to formal education.

Committed to the philosophy that education is a basic right of all members of the population, the Philippine Ministry of Education and Culture has integrated non-formal education into the overall administration of the national education program. The decision to link non-formal education to formal education was prompted by a major reassessment of the Philippine educational system in the early 1970's. The conclusions of this reassessment were twofold.

First, it was recognized that formal education can provide for the needs of only a comparatively small portion of the population, with a vast number remaining outside the system of formal schooling. And while some non-formal education projects did exist (primarily in the field of adult literacy), these projects were not able to meet effectively the increasing needs of a growing out-of-school population. Second, it was widely held that formal and non-formal education had much to offer each other and could work productively together to provide a total learning system capable of meeting the needs of all the people.

These conclusions led to a nationwide reorganization of the Philippine educational system in 1972. At this time the country was divided into 13 educational regions, and each region was further divided into provincial and local school divisions. One of the primary objectives of the reorganization plan was to establish a central administrative unit that would coordinate and implement NFE projects through support staff at the regional, provincial, and local levels.

In connection with this goal, and following the creation in 1977 of the position of Deputy Minister of Education and Culture In-Charge of Non-Formal Education, the Office of Non-Formal Education (ONFE) was officially established. The ONFE operates both as an administrative arm and a technical unit, formulating the objectives and programs which are then disseminated to the field through training programs, seminars, workshops, and conferences. Thus the ONFE serves the vital function of linking local, regional, and national levels of administration, and provides opportunities for non-formal educators throughout the country to meet and share their ideas and experiences. The ONFE also plays a critical role in motivating the potential clientele to participate in the NFE program, and encouraging the continued participation of those involved in


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the planning, implementation, management, and evaluation of the various NFE projects. Because of the large number of organizations and agencies involved in non-formal education, each with its own specific goals, projects, and specialists, the coordinating activities of the ONFE include linking these groups with one another and with the national NFE-FE program.

To accomplish this task and to ensure the integration of NFE projects in different parts of the country, a number of regional NFE associations have been organized. The activities of these associations are designed to promote closer linkages for more effective cooperation and coordination. In addition, periodic evaluations are conducted by representatives of the ONFE who make supervisory visits to the regional, provincial, and local levels to examine various aspects of the program and to assess the progress of special projects. (Source: Bernardino and Ramos, 1981. Project Address: Office of Non-Formal Education [ONFE], Ministry of Education and Culture, Arroceros Street, Manila, Philippines.)

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BOTSWANA BRIGADES OPEN UP OPPORTUNITIES FOR PRIMARY SCHOOL-LEAVERS. In 1965, the Botswana Brigades were established in response to the critical unemployment problem faced by primary school-leavers. The purpose was to provide training in practical trades while also increasing the general education level of the students. To help defray costs, products manufactured by the students were sold on the open market. This linking of non-formal and formal education opened up opportunities for those previously disadvantaged by the inability of the national economy to sustain universal secondary education.

Members of the Builders' Brigade (the initial brigade) spent 80% of their time under a qualified builder in construction work for Swaneng Hill School, and 20% in studying trade theories and academic subjects. The success of this program resulted in the formation of brigades throughout Botswana. In addition to the construction trades, agriculture, mechanics, forestry, and tanning were taught.

The brigades have four levels: the bridging course which provides younger primary school-leavers (12-16 years) with introductory training in a trade; a three-year trade training program; an advanced training program; and sandwich and short courses for those unable to attend full time. The brigades are locally run and autonomous. Initially, the government's involvement was limited to the formation of the National Brigades Co-ordinating Committee (NBCC) which provides a forum for the brigade centers to plan their futures while informing government of their special needs. The government's involvement has increased. Training grants are awarded to aid those preparing for the Trade exams. The Ministry of Education has also established the Brigades Development Centre (BRIDEC) which is divided into training, extension, and administrative divisions. In addition to the increased government involvement, private funding has allowed for the brigades' rapid expansion not only in trade-training areas, but also in community development projects.

The Brigade Movement is currently divided into a vocational wing, involved in skills training to meet national manpower needs, and a production-and-development wing that seeks to meet needs identified by local communities. A report by the Brigades Review Working Group suggests that the government's financial and administrative involvement should be different for the two. Three alternatives for future government support of the brigades are outlined. The first is for the government to increase subsidies to the brigades, thereby allowing them to continue with the full range of activities already involved in. The second is to limit the brigades' activities to training programs, which the government will subsidize. The final alternative is for the brigade activities to be divided into training and non-training programs. As in the second alternative, the government would support the training programs; however, non-training programs would have to be self-supporting. At the present time, the government of Botswana appears committed to the continued existence of the Brigades. However, the form they will take in the future has yet to be determined. (Sources: Brigades Review Working Group, 1981; and Van Rensburg, 1978. For more information, contact: National Brigades Coordinating Committee Secretary, Brigades Development Center (BRIDEC), Private Bag 0062, Gaborone, Botswana.)

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EDUCATION FOR SELF-RELIANCE AND DECENTRALIZATION IN TANZANIA. Since gaining independence in 1967, Tanzania has linked formal and non-formal education in various ways to produce an integrated educational system committed to national development goals. In 1967, President Julius Nyerere described as the objectives of "Education for Self-Reliance and Decentralization": to eliminate the elitist bias that had prevailed since colonial times; to motivate students to take an active interest in agriculture and rural living; and to encourage community members to interact productively with schools.

At the national level of planning and administration equal priority is given to primary and secondary/technical education, teacher training, and the adult education sectors. All are coordinated by the Ministry of Education. To attain the goals of education for self-reliance, school curricula have been revised to emphasize both theory and practical work relevant to solving problems of daily life. Model farms, workshops, and cooperative stores have been established in most schools. The school farm sharpens and enhances a student's working knowledge of fruit, vegetable, and cereal production; beekeeping; poultry-keeping; and dairy farming. Schools provide training in handicrafts, such as carpentry, weaving, carving, and boat building. By sharing the profits of school enterprises and helping to manage the school cooperative store, students gain a better understanding of the principles of a cooperative society.

Another innovation in linking formal and non-formal education is the "community school." Designed to bring school and village together in development work, the community school seeks to improve the quality of life through courses that address problems identified by the villagers themselves. In Kwamsisi village, for example,



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where the first community school was established in 1971, parents participate in teaching local history, crafts, and political education, while students take part in village campaigns, national festivals, and exhibits.

By 1977, the pilot project had been extended to 35 villages. By the end of 1982, Tanzania hopes to see the community school model in operation throughout the nation and the reforms aimed at making education more utilitarian beginning to show meaningful results.

Despite these efforts to combine formal and non-formal educational elements, certain observers note that the primary and post-primary education sectors in Tanzania appear to show two competing models of development. The primary education sector, making greater use of non-formal educational techniques, is closer to realizing the goals of education for self-reliance. In contrast, the post-primary sector is more rigidly organized, and tends to follow western development models. (Sources: Belloncle [ed.], 1980; Gillette, 1977; and Tanzania Ministry of Education, 1980.)

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OUTDOOR PRIMARY EDUCATION IN BANGLADESH. The decision of the Bangladesh government to use school buildings to help store the bumper crops of 1975 led to an experimental outdoor primary education project in 650 schools during the first four months of 1976. A Central Committee appointed by the Ministry of Education supervised formulation of goals and objectives for the project and production of a curriculum and a teachers' guide. An initial teachers' training program was conducted by faculty members of the Institute of Education and Research of the University of Dacca, Teachers' Training College, Dacca, and Bangladesh Education Extension and Research Institute, Dacca.

The Outdoor Primary Education Project involved components of both formal and non-formal education. While the formal school structure was maintained, and teachers from that system were involved, the project provided ample opportunity for non-formal learning. Formal, one-way communication between teachers and students changed to two-way informal interaction, with students and teachers learning from one another. The project also fostered closer links between the formal school and the community, by involving parents directly and indirectly in their children's learning, and by sending students into the community to learn. Some of the activities planned included village surveys; agricultural work; skill-oriented craft work; the study of animals, birds and plants, local geography, government and cooperatives, health and sanitation; and participation in recreational and social welfare activities.

Research and evaluation were conducted through structured interviews with groups of teachers from a sample of participating schools, as well as with groups of students, parents, and local officials. Based on the participants' favorable response and the educational value of the project, the evaluation team recommended expanding the project to other schools, and keeping it as part of the regular curriculum rather than making it an extracurricular program. Among their other suggestions were to revise the curriculum guide and plan objective evaluations of student performance. Based on difficulties experienced by teachers in adapting to their new roles as facilitators of learning, and their lack of experience in innovating activities outside the formal classroom, the team strongly recommended that more time and effort be spent on teacher training. The project was to continue in 1977. (Source: Choudhury and Obaidullah, 1980.)

## Other Projects of Interest . . .

*Below are short descriptions of some additional projects involving FE-NFE linkages that have come to the attention of the NFE Information Center.*

PHILIPPINE PROJECT COMBINES CLASSROOM AND COMMUNITY LEARNING. An "in school-off school" project in the Philippines, in its second 2-year stage, has reported considerable success in integrating classroom learning with learning experiences in the community. Students attended school only every other week, while in the intervening weeks they worked on obtaining skills chosen to suit their individual needs and interests, under the supervision of parents, skilled workers, or high school students. In the "off-school week" students studied in homes, work-places, and learning centers. Training was provided for the "off-school" tutors. Project evaluations indicated that teacher competency in innovative teaching methods had improved; homes had become learning centers; students were more self-directed and independent learners; enrollment increased; and cost per pupil decreased. Source: Southeast Asian Ministers of Education Organization (SEAMEO). *In School-Off School Project: Annual Report No. 1.* 1977. College of Education, University of the Philippines, Diliman, Quezon City, Philippines.

TUTORIAL PROGRAM IN ISRAEL AIDS DISADVANTAGED CHILDREN. In Israel, a tutorial program was established to provide individual instruction for disadvantaged children. Its major goals were to promote a positive self-image in the children through the close tutor-student relationship, while also improving their overall intellectual performance. In the 3-year pilot program sponsored by the Ministry of Education, tutors were drawn from university student volunteers. For their participation, they received a partial scholarship to aid tuition costs. Part-time student coordinators matched tutors and pupils together and provided supervision for approximately 30 tutors. Supervision was kept to a minimum, in order for the tutor-student bond to be established as efficiently as possible. An evaluation of the project found that 80% of the 220 pupils received one-to-one instruction with a tutor for periods ranging from 6 months to 3 years. In addition, most children made significant improvements in both social and academic areas. In order to minimize possible harm to the children when the tutorial relationship ends, consultations with psychiatrists were introduced. The success of the pilot project has resulted in a national expansion of the program to the point of involving 3,000 tutor-pupil pairs. Source: Attar, Ruth, "Closing The Gap: The 'Perach' Tutorial Project." *Bernard van Leer Foundation Newsletter.* No. 28, Spring 1980. Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands. pp. 4-6.



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NEPALESE UNIVERSITY STUDENTS IN VILLAGE-LEVEL COMMUNITY DEVELOPMENT. At Tribhuvan University, the only national university of Nepal, a study-service scheme called "National Development Service" (NDS) was initiated in 1974. The scheme aims to mobilize manpower from the top of the education pyramid for work in rural development. Each student is required to fulfill a one-year dual role as a rural secondary school teacher and as a general community development worker before finishing his or her last year of study. Areas of priority are the remote villages with scarce facilities, and the students' assignments range from education and public health to mobilizing community resources for community development projects. The study-service program uses various forms of non-formal education, with the students serving as linkages between formal and non-formal education. A series of illustrated Village Improvement Booklets in the Nepali language has been prepared as the field manual for NDS participants. These booklets have become vital channels of communication between planners, educators, and villagers. The field experiences challenge the students' knowledge and creativity in solving realistic and basic problems. Consequently, the students become more mature, independent, and resourceful. From the students' input, the university has gradually changed its curricula to meet the needs of the majority of the population, while the government has begun to accept and act on the students' opinions on rural development. Through the students, the villagers are becoming more self-reliant in improving their own living conditions. Source: UNICEF, Kathmandu. "Students in Rural Development Work." *Assignment Children*. No. 51/52, Autumn 1980. UNICEF, Villa Le Bocage, Palais des Nations, 1211 Geneva 10, Switzerland. pp. 115-126.

UNIVERSAL PRIMARY EDUCATION IS GOAL IN MAHARASHTRA, INDIA. The Indian Institute of Education, supported by the government of Maharashtra and UNICEF, is presently engaged in an action/research project on universal primary education in regions of the Maharashtra State. Begun in 1980, the project's chief objective is to make part-time primary education available daily on a 2-hour basis for children lacking the time and resources necessary to attend school full time. Major teaching operations of the project are presently carried out in five agro-climatic regions characteristic of Maharashtra State, with the intention of using research findings to improve and further extend the teaching program. A major innovation is the coordination of full-time and part-time school schedules so that both student groups can benefit from certain shared courses. There are however, substantial differences, especially in the curricula of full-time and part-time educational programs. Based on careful prior research, the project has prepared teaching materials and curricula for the part-time program aiming at basic literacy, promoting love for learning, and the acquisition of useful skills. In comparison, full-time schools tend to concentrate mainly on preparing students for secondary school. The initial phase of the project involved the intensive training of project staff and teachers selected by the recipient communities. This project anticipates the active involvement of teachers, administrators and community members in monitoring operations and evaluating results. Source: Naik, Chitra. "An Action Research Project on Universal Primary Education, Maharashtra State, India." *Assignment Children*. No. 51/52, Autumn 1980. UNICEF, Villa Le Bocage, Palais des Nations, 1211 Geneva 10, Switzerland. pp. 93-113.

INSTITUTIONS COOPERATE TO REFORM COMMUNITY EDUCATION IN GHANA. The People's Education Association of Ghana (PEA) has attempted to reform and revitalize non-formal community education programs with the help of the Center for International Education, University of Massachusetts. The effort offers an example of cooperation between formal and non-formal educational organizations and the beneficial outcomes to both from such linkages. In 1975 PEA undertook a pilot project with the Massachusetts Center, which was studying collaborative methods in NFE programs. The project, limited to one region, developed and implemented four approaches to facilitate meaningful local activities. Although the pilot project proved successful and PEA members were motivated to extend them to other provinces, observers concluded that this would be impossible without the continued input of human and financial resources from outsiders, such as that provided by the Massachusetts Center. For more information contact: David Evans, Director, Center for International Education, University of Massachusetts, Hills House South, Amherst, Massachusetts 01003, USA.

PARENTS GUIDE CHILDREN'S EDUCATION IN GUINEA-BISSAU. In two rural areas of Guinea-Bissau, an educational experiment has involved 5th and 6th grade children of local schools in part-time community development work under the direction of parents and other adult community members. The children spend 4 days per week at Centers of Integrated Popular Education (CEPI) analyzing their village and its culture, studying the scientific aspects of village practices and problems, examining the village's relation to the rest of the world, and devising possible applications of scientific knowledge to their local situations. Three days per week, the children work in the community on various tasks and projects designed by their parents at CEPI in "adult education circles." Although problems with teacher training and coordination with the more traditional, urban-based schools must be faced before this experiment can be extended nationwide, initial positive evaluations augur well for its expansion. Source: Colin, Roland. "Une Experience Novatrice en Guinea-Bissau: Les Centres D'Education Populaire Integree (CEPI)." *International Review of Education*. Vol. 26, No. 3, 1980. Unesco Institute for Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, West Germany; and Martinus Nijhoff Publishers, Lange Voorhout 911, P.O. Box 566, 2501 CN The Hague, Netherlands. pp. 349-355.

TELEMEDIA PROGRAM FOR TEACHER TRAINING IN COLOMBIA. Through its telemedia program of in-service teacher training, the Open University in Colombia reaches over 4,500 primary school teachers, especially in the rural areas. The method employed involves a multi-media system of distance education consisting of printed learning modules, television, and group work with tutors, coordinated by Regional Centers. Begun in 1974, the program has undergone important modifications as a result of ongoing evaluation. Future plans include developing a program leading to a "Licenciado" degree in education; expanding present efforts to include professional and continuing education in other areas; and collaborating with other Colombian institutions of higher education, and with other Latin American countries, that share an interest in tele-education. Source: Pena B., Luis Bernado, Eunice Pedroza R., and Reynaldo Perez. *Universidad Abierta: Un Sistema de Teleducacion Universitaria para la Capacitacion del Magisterio*. 1980. Available from Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, Michigan 48824, USA.



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# Select Bibliography on FE-NFE Linkages

*Listed below are selected documents from the NFE Information Center library on the linkages between formal education (FE) and non-formal education (NFE). Those entries preceded by an asterisk (*) are adapted from a special issue o* Educational Documentation and Information *on "Linkages Between Formal and Non-formal Education." The issue, prepared by Cole S. Brembeck with the assistance of NFE Information Center staff, is fully cited below.* The NFE Exchange *encourages readers to share their materials and ideas with one another and to keep us apprised of new and interesting ways in which FE and NFE concepts are being linked in development programs throughout the world.*

*Ahmed, Manzoor. ***The Economics of Non-Formal Education: Resources, Costs and Benefits.*** 1975. Praeger Publishers, Inc., 111 Fourth Avenue, New York, New York 10003, USA.* This study is part of the series in international economics and development carried out with the Program in International Education Finance, University of California, Berkeley. It presents evidence to show that the cost savings of non-formal education reside mainly in reduced expenditures on human time. For example, many teachers work as unpaid volunteers, and classes can be held when participants have completed their daily economic pursuits so that their loss of income is minimal. The author warns, however, that the cost of instructional materials and equipment may be higher per participant in non-formal programs than in formal programs of comparable quality. Includes a discussion of types of costs, indicators of effectiveness, and measures of benefits. 124 pp.

**Almeida, Regina, Olga Barroca, Maria Onolita Peixoto Catao, Mario Garcia de Paiva, and Luzia Alves Possa (eds.). *Third Inter-American Community Education Workshop.* 1980. Partners of the Americas, 2001 S Street, N.W., Washington, D.C. 20009, USA.** This report of a workshop held October 1979 under the auspices of the Joao Pinheiro Center for Human Resources of the Brazilian Ministry of Education and Culture, and the Inter-American Center for Community Education defines Community Education (CE) as a dynamic process of linking the community and the school in programs to improve the quality of life for all. CE emphasizes lifelong learning and community participation in all phases of the educational process. The document is in three parts. Part One presents theoretical discussions of the purposes of CE, its role in modern society, and the structure and development of CE programs. Part Two contains examples of CE experiences in Brazil. Part Three provides general information about the workshop activities, participants, and sponsors. In Portuguese and English. 120 pp.

*Axinn, George H. ***Non-Formal Education and Rural Development.*** Supplementary Paper No. 7. 1976. Available without charge to planners and practitioners in Africa, Asia, and Latin America, from Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, Michigan 48824, USA. All others may order through AID Documents and Information Handling Facility, S & T / DIU / DI, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA; or ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210, USA.* An analysis of the respective roles of formal and non-formal education in rural development. Formal education is seen as developing the research and knowledge necessary for rural development, whereas non-formal education is better suited to the transmitting of this knowledge to the largely unschooled people in rural areas. 38 pp.

**Belloncle, Guy (ed.). "Schools and Communities." *International Review of Education.* Vol. 26, No. 3, 1980. Unesco Institute for Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, West Germany. For information, contact: Martinus Nijhoff Publishers, Lange Voorhout 911, P.O. Box 566, 2501 CN The Hague, Netherlands.** A collection of articles in English and French that discuss problems of bridging the growing gap between school and community. Six of the eleven articles focus on country-specific school and community relationships existing in selected Third World countries such as Tanzania, Guinea-Bissau, China, and India. These case studies describe some of the most innovative attributes of educational reforms taking place in those countries. Reforms which feature linkages between formal and non-formal education consist of measures taken to make education more relevant to village community needs, as well as the steps taken to expand adult education and student enrollment. pp. 253-384.

**Bernard van Leer Foundation. *Integrated and Early Childhood Education: Preparation for Social Development.* 1981. Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands.** A summary report of the second Eastern Hemisphere Seminar held in Salisbury, Zimbabwe, during 24 February-7 March 1981. The seminar highlighted new roles for teachers, especially at the preschool level, in preparing youths to face future needs and problems. A new education model must link education with productivity, and recognize the distinctive traditions, attitudes, and values of the target people. Collaboration between schools, families, communities, and other educative agencies should enable individuals and communities to direct their own lives. On the other hand, daily problems, such as malnutrition, infant mortality, hunger, chronic illness, and poverty, prompt new educational strategies. Carefully designed early-childhood education can be a powerful means of attacking these immediate problems. Finally, planning, implementing, moderating, and evaluating strategies to improve the effectiveness of projects are discussed. 24 pp.

**Bernardino, Felicita G. and Marcos S. Ramos. *Non-Formal Education in the Philippines.* 1981. Reyvil Bulakena Publishing Corporation, Malolos, Bulacan, Philippines.** Views non-formal education as a valuable way to decrease illiteracy among Filipinos; provide opportunities to engage in social, cultural, and recreational development; and provide the technical assistance and vocational training necessary for participation in the work force of the country. The authors argue for a linking



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of non-formal and formal education in a cooperative partnership that forms a comprehensive continuous learning system. This system would be able to respond effectively to the changing needs of each individual in the society at any stage of his or her life. The linkages between non-formal and formal education are identified through the contributions that the former makes to the latter. These include (1) providing an alternative to formal education when it cannot meet a specific need, due to limited resources; (2) as a complement to formal education, by providing the practical application of concepts taught in the formal education system; (3) as an extension to formal education, such that an individual can continue to acquire knowledge throughout life; and (4) as part of a national learning system. After the historical background of non-formal education in the Philippines is given, the different program areas are outlined. These are: literacy, vocational skills training, socio-civic citizenship education, physical fitness development, leadership, cultural development, and mass media-education programs. In addition, progress in curriculum and material development, organization and administration of the Non-Formal Education Agency (NFEA), evaluation of programs, and non-formal education programs of other agencies are discussed. From this discussion, concerns that confront the future of non-formal education in the Philippines are identified. The authors conclude that the unique characteristics of non-formal education are vital to a lifelong education program. 229 pp.

**Bhola, H.S. *Community Education for Community Action: A Multiframework Mega Model.* 1977. Available from Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, Michigan 48824, USA.** This paper offers a model of community education for community action on the basis that no theory has universal applicability and that every community requires a model relevant to its own special needs. The elementary conceptualizations and propositions comprising this flexible, theoretical model relate to policy-action articulation, needs negotiation, system of action, and institutional integration. Linkages between formal and non-formal education emerge as an important dimension of community education as envisioned by the author. 25 pp.

***Borus, Michael E. *Measuring the Cost of Non-Formal Education.* n.d. Available from Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, Michigan 48824, USA.** The author challenges the opinion that non-formal education programs are less costly than formal ones. He reviews, as an example, a cost comparison of non-formal education (Village Polytechnics) with formal education (primary and secondary schools) in Kenya. Borus claims that the comparison is inappropriate for it applies incomplete accounting analysis and fails to consider who incurs the costs of the programs. He suggests that, if cost comparisons are to be made, certain types of information need to be collected and proposes a research project to test the feasibility of collecting cost data. 21 pp.

**Boucouvalas, Marcie. *Interface: Lifelong Learning and Community Education. Toward a Research Agenda.* Research Report 79-104. 1979. Mid-Atlantic Center for Community Education, School of Education, University of Virginia, 216 Ruffner Hall, Charlottesville, Virginia 22903, USA.** Defines concepts of lifelong education and community education in an effort to clarify commonly held misconceptions and to facilitate making relevant programs operational. Both lifelong education and community education aim at creating a "learning society" by encouraging every individual to learn, and both stress the need for education to continue beyond the stage of formal schooling. Both types of education adopt an environmental approach to learning. The school is considered to be just one contributory institution among numerous educative agents, such as the mass media, and peer, professional, religious, and civic groups. Community education is the broader based, however, and anticipates the active participation of members of the community who use their knowledge and skills to enrich the learning experiences of others. 73 pp.

**Brembeck, Cole S. "Linkages Between Formal and Non-formal Education." *Educational Documentation and Information.* Nos. 212/213, 3rd/4th Quarter 1979. Unesco, 7 Place de Fontenoy, 75700 Paris, France.** An annotated bibliography designed to clarify the relationship between formal and non-formal education, and to demonstrate the variety of ways in which the two modes of education can be linked together. A brief introduction serves to point out the salient issues related to linkages. The 409 entries are classified under four headings, namely, "Formal and Non-Formal Education: Alternatives for Meeting Educational Needs," "Basic Education," "Preparing Youths and Adults for Employment," and "Educational Programmes to Meet Specific Human Needs." 136 pp.

**Brigades Review Working Group. *Towards a New Relationship between Brigades and Government.* 1981. Government Printer, Gaborone, Botswana.** A report commissioned by the government of Botswana to examine the government's role in the Brigade Movement. The report outlines the history of the movement and discusses several issues related to its future. These include organizational structure, the respective functions of vocational training, production, and development brigades, and the implications for the government of the ongoing manpower and financial needs of the brigades. 119 pp.

***Bulletin of the Unesco Regional Office for Education in Asia and Oceania.* "Technical and Vocational Education in Asia and Oceania." No. 21, June 1980. Unesco, C.P.O. Box 1425, Bangkok, Thailand.** Section One (pp. i-xxxii) of this special issue reviews technical and vocational education in Asia and Oceania, and describes its links with formal education, productive employment, and on-the-job-training. Attesting to the growing importance of the technical and vocational components of secondary school education in these regions, the report traces the major trends of development and constraints faced by technical and vocational education systems, in relation to national planning, curricula, enrollment, teachers, and organizational structures. The introductory overview also evaluates the actual and potential contribution of technical and vocational education in resolving crucial problems in Asia and Oceania, such as unemployment, underemployment, and low economic productivity. Section Two (pp. 1-262) contains a collection of studies for 19 countries in the region concerned, varying in their stages of development, that examines the same issues in greater detail. These case studies pay special attention to country-specific educational innovations, and to relationships existing between special national development priorities and technical, vocational education. Section Three (pp. 263-316) presents papers on specific aspects of such education that deal with educational attainment of the work force, effective use of learning resources, the problems of space requirements for adequate program work, perspectives on national economic development, and the recommendations of a regional seminar, held in Singapore, November 1979. A 46-page bibliographical supplement on programs linking education and productive work is also included. 316 pp. + Introduction and Bibliography.



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Carelli, M. Dino (ed.). *Educational Research in Europe: A New Look at the Relationship Between School Education and Work.* 1980. Unesco Institute for Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, West Germany. A collection of papers presented at the 1979 Second All-European Conference for Directors of Educational Research Institutes held in Madrid, Spain. Topics ranged from interdependencies between educational systems and occupational structures to modification of formal education to match job-market expectations. The conference focused on three broad areas, namely, (1) current conditions affecting the labor market, (2) the link between education and work, and (3) research and policy. Rapid changes in commercialization and production processes due to technological growth have substantially changed social structures and values, global distribution patterns of energy and resources, and national development policies which eventually affect the labor market. Such social, economic, and political pressures force schools to play a new role in educating persons for the world of work. This involves qualifications for work and personal growth to fulfill human needs. Researchers and educators should develop a balanced school curriculum that provides professional skills and knowledge, while also teaching the individual's responsibility for work and the social aspects related to work performance. Research policies and priorities in education for work should relate directly to educational practice, and should consider the broader context that includes economic, social, psychological, and ethical aspects instead of purely professional tasks. Includes abstracts of the papers in English and French. 164 pp.

Carnoy, Martin and Jorge Wertheim. *Cuba: Economic Change and Education Reform, 1955-1974.* World Bank Staff Working Paper No. 317. 1979. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA. This analysis of the nature, extent, causes, and consequences of educational changes in Cuba since the revolution illustrates several ways in which formal and non-formal education were linked in order to develop a skilled, socially conscious, rural labor force. The expansion of formal education to rural areas in the form of self-supporting, production-centered schools is one example. Another is the use of student brigades during an 8-month adult mass literacy campaign. The authors argue that these reforms would not have occurred independently of the social revolution, which emphasized the raising of social consciousness as well as the acquisition of productive skills. 158 pp.

*Case, Harry L., and Richard O. Niehoff. *Educational Alternatives in National Development: Suggestions for Policy Makers.* Supplementary Paper No. 4. 1976. Available without charge to planners and practitioners in Africa, Asia, and Latin America, from Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, Michigan 48824, USA. All others may order through AID Documents and Information Handling Facility, S & T / DIU / DI, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA; or ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210, USA. An examination of the appropriate roles of formal and non-formal education in achieving the goals of development. Primary attention is given to coordinating and capitalizing upon the strengths of formal and non-formal education in national educational strategies, particularly through the use of sectoral reviews. Among potentially advantageous means of coordination are: (1) involving school teachers in development programs; (2) using evaluation instruments that measure learning acquired through either formal or non-formal education; (3) defining the responsibility of the schools in preparing students for occupational training provided by non-formal educational institutions; (4) establishing agencies to coordinate programs at the intermediate or district level; and (5) ensuring that ministries or departments of education are concerned with, but do not have jurisdiction over, non-formal education. A bibliography is included in which the principal items are fully annotated. 64 pp.

Chernin, I.M. *Formal and Non-Formal Education: Are They Compatible in Rural Development?* 1978. Agricultural Extension and Rural Development Centre, Reading University, London Road, Reading RG1 5AQ, England, UK. Chapter 4 (pp. 83-102) of this study is particularly relevant on the problems involved and the great potential to be realized in working out suitable linkages between formal and non-formal education. In it the author takes a broad view of the subject, from joint use of facilities to anticipated social rewards, particularly in developing countries. In these countries, the formal education system transplanted from the West has been considered to be a significant factor in national development. Such a system assumes that the student is already well equipped to meet the basic needs for survival, and therefore puts the emphasis on specialized skills. Consequently, the system fails to affect the lives of the rural poor or encourage a sense of social unity to solve national problems. Non-formal education provides an alternative means to meet the learning needs of the rural masses. However, a lack of true commitment in governmental sectors toward rural development, and the social value placed on formal education, may prejudice the job opportunities and social rewards for those who learn through non-formal education programs. The author stresses the need for governments — especially at the local and community levels — to restructure their social and economic relationships, and to initiate more well-planned, properly supported non-formal educational systems.

Choudhury, M. Khashruzzaman and A.K.M. Obaidullah. *Outdoor Primary Education in Bangladesh.* Experiments and Innovations in Education No. 40. 1980. Unesco, 7 Place de Fontenoy, 75700 Paris, France. A description and evaluation of an innovative educational experiment conducted during 1976. Consonant with the spirit and theoretical statements of the country's general primary education curriculum, the outdoor primary education project combined elements of formal and non-formal education in its effort to provide realistic and practical education to primary school children, and to stimulate learning and the application of knowledge in real life. Based on the favorable responses of participants, the evaluation team recommended expanding the project to other schools. They also recommended additional training for teachers to help them adapt to their new roles as facilitators of learning in the outdoor school project. 60 pp.

*Clearinghouse on Development Communication (CDC). *A Sourcebook on Radio's Role in Development.* Information Bulletin No. 7. 1976. CDC, 1414 22nd Street, N.W., Washington, D.C. 20037, USA. An annotated bibliography on the use of radio in formal and non-formal education efforts. More than 600 entries are listed in sections organized according to type of document (project reports, country surveys, research and evaluation, bibliography, and discussion); issues (policy and planning, innovation, audience, cost, and support); and strategies (open broadcast, instruction, farm forums, radio schools, and animation). 85 pp.



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*Colclough, Christopher and Jacques Hallack. ***Some Issues in Rural Development: Equity, Efficiency and Employment.*** **Discussion Paper No. 89. n.d. Institute of Development Studies, University of Sussex, Brighton BN1 9RE, England, UK.** This paper draws upon experience with primary and non-formal education programs in developing countries, and shows that the rationale for basic education is unsound. Expectations, conditions, and opportunities in societies are too diverse to search for a "panacea" such as basic education. Dual systems of general education — formal and basic — would institutionalize existing inequalities with little significant benefit or acceptability to rural populations. The paper advocates that a comprehensive approach to reform is necessary, such as a change in the entire socio-economic system, or a change promoted by some tension or contradiction between various institutions in society. The paper concludes that aiming at equity in the educational system is more functional in reducing labor surplus than tailor-making general education facilities for different groups of people with different ways of life. 25 pp.

**Connor, W. *The Role of Universities in Preparing Specialists in the Field of Adult Education.* 1978. Available from Regional Centre for Functional Literacy in Rural Areas for the Arab States, Sirs-el-Layyan, Menoufia, Egypt.** This paper, presented at a 1978 Conference in Egypt on "The Role of Universities in Adult Education," reviews the part played by British universities in linking formal and non-formal education. Special emphasis is placed on the training of adult educators, both in conventional positions within the university and in their new involvement with programs in the sector of "Further Education." The developments in continuing education, including the growth of the Adult Literacy Scheme and the development of the Open University to the point of considering expansion into non-university areas, result in a more diverse population participating in university programs. The increased participation in Further Education programs creates a need for additional teacher training and retraining. The paper outlines the current status of professional adult-education training courses; professional training for adult educators; training of part-time and full-time teachers in Further Education; the provision for the training of adult educators within the state system; and the training of university educators. The author concludes that in order for universities to forge an effective linkage between Further Education programs and formal education, dramatic changes in the current organization of higher educational institutions would be necessary. Connor is not convinced of the assertion by universities that they have the abilities to meet these needs. 33 pp.

*Contado, Tito E. ***Barrio Development School: A Resource Book.*** **1976. Educational Development Projects Implementing Task Force, Makati, Rizal, Philippines; or Salesroom, Department of Development Communication, College of Agriculture, University of the Philippines at Los Banos, College, Laguna 3720, Philippines.** A detailed description and analysis of a rural alternative education program at the secondary level in the Philippines. The Barrio Development School (BDS) is *non-formal* in that it is not part of the regular school system; *formal* in that it is institutionalized, located in an elementary school, chronologically graded, and under the Ministry of Education. The scheme rests upon the conviction that education can be a major instrument for *barrio* development, both through its direct impact on students and more diffuse influence on the wider community. The program is post-elementary, not designed for re-entry into the formal system at the college level but rather for direct entry into farming. Special attention is given to the philosophical framework upon which the program is built, the purposes and goals of the schools, the curricula, the teaching methods employed, and the pattern of organization. Attention is given to the Local Advisory Council which serves to link the BDS to the community, including its primary school. Extensive appendices include evaluations of the school. 219 pp.

**Co-operative Education Materials Advisory Service (CEMAS). *Participative Teaching Methods: A Guide with Specimen Exercises for Co-operative Teachers.* 1981. CEMAS, International Co-operative Alliance, 11 Upper Grosvenor Street, London W1X 9PA, England, UK.** Participative teaching is characterized as a method that seeks to encourage students to be active participants, by bringing their own experiences, skills, and ideas to the learning process. This well-organized guide consists of three parts. Several methods, including informal group discussions, case studies, in-tray exercises, role plays, ranking exercises, debating, and business games are first described. This is followed by a section presenting books and readings on adult education and group discussion, the case method, and role playing. Finally, a color-coded section contains samples of materials used with participative teaching methods. 119 pp.

**Cropley, A.J. and R.H. Dave. *Lifelong Education and the Training of Teachers.* Advances in Lifelong Education, Vol. 5. 1978. Pergamon Press, Ltd., Headington Hill Hall, Oxford OX3 0BW, England, UK; or Unesco Institute for Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, West Germany.** A report of a cross-national project which attempted to expand the role of the school in the community by including lifelong-education principles in teacher-training programs. The first three chapters discuss the theoretical basis of lifelong education; new roles for teachers as resource guides and co-learners; and administrative and organizational changes needed in teacher-training institutions to prepare teachers for their expanded roles as lifelong learners and educators. Four chapters are then devoted to planning and execution of the project in six teacher-training institutions in Australia, West Germany, Hungary, India, and Singapore. Changes in theory courses, in practice teaching, and in the institutions themselves are outlined. The last two chapters evaluate the general feasibility and usefulness of attempted changes. Although the results varied geographically, in general the new training project improved the attitudes of both students and teachers regarding self-improvement and continued learning. Although it is possible to include lifelong-education principles in formal educational programs, no narrow prescriptive statement on the practical implications can be made, because so much depends on the local demand for education and the socio-political situation. Nevertheless, the discussion offers guidelines and examples useful to planners, administrators, and researchers in developing curricula for teacher education. 245 pp.

*Culshaw, Murray. ***Training for Village Renewal.*** **1977. Lutheran World Federation, Community Development Service, Route de Ferney 150, 1211 Geneva 20, Switzerland. (US $2.00.)** Patterns of education and training in use in rural communities, drawn from the experience of industrialized, urban societies, have not proved suitable in rural communities. Out of this awareness has grown the recent interest in non-formal education or training, a process of learning which takes place outside of the formal educational practices normally associated with schools. This handbook gives numerous examples of programs which fall within the category. The increasing linkage between formal and non-formal education is apparent in the



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large number of non-formal programs whose sponsorship is within formal learning institutions. Established programs in Afric Asia, and Latin America are described. The significant role of universities in conducting research related to rural, non-form education projects is indicated in the chapter entitled "Research." 200 pp.

**Decker, Virginia A. (ed.). *Community Involvement for Classroom Teachers.* 1977. Community Collaborators, P.O. Bo 5429, Charlottesville, Virginia 22905, USA.** A manual developed to aid teachers in facilitating increased involvement by th community in the educational system. The rationale for involving the community is discussed and different types of linkage between the school, community, and home are proposed. Outlines methods for establishing a volunteer program to a teachers in the classroom; methods for using community resources in and outside of the classroom; and approaches t establishing home visits by teachers in order to create a more effective communication link between parents and the scho system. 59 pp.

***Derryck, Vivian Lowery. *The Comparative Functionality of Formal and Non-Formal Education for Women: Final Re port.* 1979. Office of Women in Development (PPC/WID), Agency for International Development, Department of Stat Washington, D.C. 20523, USA.** A report of a study which investigated whether formal or non-formal education program increase a woman s abilities to function more effectively in her society. Social, economic, and demographic factors were use as measures of functionality in nine countries in Asia and Africa. The author concludes that formal education is the long-rang means of integrating women into all levels of society, while non-formal programs are a temporary means of relieving th illiteracy and poverty of adult women. 190 pp.

**Etling, Arlen. *Preparing Community-Based Educators: A Case Study of the University of Arizona's Extension Educa tion Program.* 1979. Extension Education Program, University of Arizona, Tuscon, Arizona 85721, USA.** A case stud describing the first three years of the Extension Education Program at the University of Arizona. The program was initiated t prepare undergraduate and graduate students for careers in the cooperative extension service which uses the community as classroom to teach people self-help. A chronological history is given that discusses the program's philosophy, the practical an pedagogical decisions required in implementation, and the results. A packet for undergraduate students is provided, with detailed description of courses to guide the teaching-learning process and an evaluation checklist for the activities. 240 pp.

**Fordham, Paul (ed.). *Participation, Learning and Change: Commonwealth Approaches to Non-Formal Education* 1980. Publications Section, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, Englanc UK.** This book is based on the contents of 65 papers presented at the 1979 Delhi Conference on "Non-Formal Education fc Development." Going beyond the categorization of formal and non-formal systems as alternatives in education, the concept and projects discussed stress that all educational programs should be the integrated outcome of development planning. Thi excellent summary incorporates many novel suggestions, exemplary practical experiences, and case studies which deal wit research, evaluation, resource mobilization, operational problems, and in-service training in the area of actual or potentia coordination of formal and non-formal education. 223 pp.

***Gage, Gene G. "Lifelong Learning, Scandinavian Style." *Scandinavian Review.* March 1976. American Scandinavian Foundation, 127 East 73rd Street, New York, New York 10021, USA.** A review of different forms of continu ing education in Norway, Sweden, Denmark, and Finland, with special emphasis on the folk high school. Within two genera tions, folk high schools, which were the original form of adult education in this area, spread throughout Denmark and int Norway, Sweden, and Finland. It is generally acknowledged that they fill a valuable role in each society. Denmark currently ha 80 such institutions, all of which are private, self-governing, and co-educational. In Sweden, there are 115 folk schools with ar enrollment of about 15,000 in "winter courses" and about 20,000 in "summer courses." The student body of the Swedish schools is more diverse than that of their Danish counterparts, especially in the ages of the students: a typical school ha students ranging from teenagers to persons in their 50's and 60's. In Norway and Finland, folk high schools enjoy a status tha is similar to, but not identical with, those in Denmark and Sweden. Adult education, through the folk high schools, is nov regarded as an integral part of the educational system. pp. 37-44.

**Gillette, Arthur L. *Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania.* 1977. Center fo International Education, University of Massachusetts, Hills House South, Amherst, Massachusetts 01003, USA.** An extensive case study of formal and non-formal education in Tanzania. The introduction is especially important in indicating trends in thinking about the relationship between the two, a relationship which appears to have shifted from an "oppositionist" role toward a "reformist" model for non-formal education, in which it is often seen as a handmaiden of formal schools. The author concludes that the reformist model, characterized by parallel but separate development of formal and non-formal sys tems, is unlikely to prove suitable for dealing with the pressing problems faced by Third World nations. The major portion of the volume is devoted to the Tanzanian experience, noting similarities and dissimilarities in the approaches of formal and non-formal education with respect to goals, numbers and kinds of learnings, lengths and sequences of learning, curricula, methods language considerations, human and material resources, financing, and foreign influences on policy. The conclusion deals among other things, with the relationships that appear to be emerging between formal and non-formal education and the socio-economic models reflected there. References in the introduction are especially helpful in identifying trends in types of linkages between formal and non-formal education. The author concludes that in Tanzania formal education has moved more toward non-formal than the reverse; the *primary* school has evolved most markedly in the direction of non-formal education, and the formal and non-formal education systems are tending to merge. 321 pp.

**Gladhart, Peter M. and Emily W. Gladhart, *Northern Ecuador's Sweater Industry: Rural Women's Contribution to Economic Development.* Women in International Development (WID) Working Paper No. 81/01. 1981. Office o Women in International Development, Michigan State University, 202 Center for International Programs, East Lansing, Michigan 48824, USA.** Describes how a group of rural women in northern Ecuador have mobilized their skills and resources in the production of homemade sweaters for a highly profitable in-country and export trade. In 1965, as Peace Corps Volunteers, the authors helped to organize a knitting cooperative among the women of Mira, Ecuador. In the present paper,



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written after a revisit to Mira, they report how the women, with minimal outside assistance and by building on existing aspects of local culture and skills, were able to contribute to their own community development. The women developed a series of group enterprises based on the extended family exchange network. These enterprises stimulated the local economy and, with the profits realized, the women could provide increased financial support for the local school system. 34 pp.

*Goodlad, John I., Gary D. Fenstermacher, Thomas J. La Belle, Val D. Rust, Rodney Skager, and Carl Weinberg. ***The Conventional and the Alternative in Education.*** **1975. McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704, USA.** Six authors examine the current interest in alternative education. Though this type of education is often equated with open classrooms, alternative schools, and preschools, the possibilities are actually much broader. The range of alternatives can include a variety of options within more traditional conceptions of schooling, as well as programs or schools that are essentially freed from traditional conceptions and restraints. In addition to discussing the meaning of these different approaches, the authors discuss the common tendency to divorce what goes on in education (especially in schools) from society as a whole and offer an historical perspective which suggests that many present-day alternatives are no more than revivals of older ideas. 276 pp.

*Griffin, Willis H. ***Development Leadership Training Through Non-Formal Learning Experiences: A Case-Survey of the Role of a University in Sponsoring Non-Formal Education.*** **n.d. Available from Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, Michigan 48824, USA.** The author develops a model for linking non-formal learning experiences with formal education programs in schools, colleges, and universities. A number of programs at the University of Kentucky are used to illustrate some of the ways a university can link formal and non-formal learning through encouraging students to participate in the development of rural communities as part of their education. Students have contributed in a number of areas, including management, architecture and medicine. The author concludes that, although most of the activities described do not contain all the elements identified in his model, these programs together do show what is required to coordinate formal instruction with non-formal, experiential learning. 49 pp.

**Hanson, John W. *Is the School the Enemy of the Farm? The African Experience.* African Rural Economy Paper No. 22. 1980. African Rural Economy Program, Department of Agricultural Economics, Michigan State University, 202 Agriculture Hall, East Lansing, Michigan 48824, USA.** This monograph examines three interrelated questions concerning the effects of the primary school in sub-Saharan Africa on attitudes, on rural-urban exodus, and on innovativeness and productivity in rural areas. Based on an analysis of the available field research on these questions, the author explains that (1) primary education promotes neither positive nor negative attitudes towards rural life, but rather the desire to have the best possible life, whether it be in the city or on the farm; (2) although rural-urban migration is positively correlated with the number of years of formal education, the *cause* of this situation is often the lack of opportunity in rural areas; and (3) the number of years of primary schooling is positively correlated with productivity and openness to innovation. Though not mentioning linkages per se, the author concludes with three recommendations which hint at a possible role for non-formal education in the primary school. He suggests that more resources be devoted to primary education to improve its quality, especially through teacher training; that primary schools become more responsive to the environments in which they are situated; and that they incorporate vocational dimensions into the curriculum. 104 pp.

**Higgs, John and David Moore. "Education: Designed for the Rural Poor." *Ceres.* Vol. 13, No. 2, March-April 1980. Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.** Discusses issues associated with educating the rural poor. The authors contend that education is often not relevant to the real needs of such people. As a result, many that obtain an education migrate to urban areas. In part, this lack of relevance is attributed to (1) the view that the principles of education are the same for rural and urban populations; (2) educational planning that is done without adequate consultation with those to be educated; (3) training that is inadequate to prepare educators for aiding small farmers; and (4) poor integration between formal and non-formal educational programs, resulting in opposing goals. The authors recommend that both the formal and non-formal programs change their stereotyped, isolated attempts at rural education so as to address the priorities of a production-oriented community. Primary schools, youth programs, and extension services should be linked together under an overall plan that will effectively educate a rural population. In addition, these linkages should be monitored closely in order to strengthen the existing ties between methods of teacher training, extension services, and other efforts to meet the educational needs of the rural poor. Short courses should also be designed that involve policy makers, planners, teachers, extension workers, and research staff in promoting a closer linking of non-formal and formal education, by providing clearer lines of responsibility and increasing the understanding and cooperation between all those involved in the effort to help the rural poor help themselves. pp.29-35.

**Jayawardana, W.A. *External Services Agency, University of Sri Lanka, 1972-1978: A Review of an Experiment.* 1978. External Services Agency, P.O. Box 762, University of Sri Lanka, 5 Elibank Road, Colombo 5, Sri Lanka.** Describes the operations of the External Services Agency (ESA) which administers the granting of external university degrees in Sri Lanka. The ESA enables those who are not officially enrolled in universities to obtain educational qualifications from a university. This report describes how the ESA is linked to the university system and the national broadcasting station; the socio-economic characteristics of external students; the syllabi, methods of examination, and certification; and plans to expand library and laboratory facilities for external students. 52 pp.

**Jenkins, Janet and Hilary Perraton. *The Invisible College: NEC 1963-1979.* International Extension College (IEC) Broadsheets on Distance Learning No. 15. 1980. IEC, 18 Brooklands Avenue, Cambridge CB2 2HN, England, UK.** Reports on the history and the teaching methods of the National Extension College (NEC), which is one of the pioneer institutions engaged in distance teaching in England. The NEC serves learners who are presently disadvantaged by the highly rigid schedules maintained by the formal school system. Distance teaching in the arts and sciences is achieved through correspondence courses and mass-media programs. Located in Cambridge, the NEC employs prominent educators who are already teaching in schools and universities. The NEC also collaborates with the Open University which provides ample learning facilities for a large population of part-time students. 96 pp.



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*Kassam, Yusaf O. "Formal and Nonformal Education and Social Justice." ***Prospects: Quarterly Review of Education,*** Vol. 7, No. 2, 1977. Unesco, 7 Place de Fontenoy, 75700 Paris, France. This is a development of the thesis that formal schooling serves as a highly sophisticated instrument for denying social justice and perpetuating social inequities, while non-formal education can serve as a means of achieving a greater measure of social equity. Among the means available for optimizing social justice, the article argues for the integration of formal and non-formal education, thereby making it possible to use the enormous resources allocated to formal education (teachers, study materials, equipment, and buildings) to provide education for the many through non-formal education. Using Tanzania as a case in point, the author argues for using the primary school as a center of adult education (with teachers given some adult education preparation in their training period) and as a community education center with the emphasis on relevant, practical preparation for village life. pp. 244-250.

*King, Kenneth. ***The African Artisan: Education and the Informal Sector in Kenya.*** 1977. Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027, USA; or Heinemann Educational Books, Ltd., 48 Charles Street, London W1X 8AH, England, UK. The study traces informal skill development against a background of forceful intervention by the state in the production of skilled labor. The author views formal and non-formal education on a continuum rather than as alternate modes. He stresses how formal and non-formal education interact and influence one another, and that popular pressures are constantly adapting both systems to changing local needs and aspirations. The study shows that formal technical training supports Kenya's modern industries, while informal training is associated with the skills of petty entrepreneurs. 226 pp.

*King, Kenneth (ed.). ***Education and Community in Africa.*** 1976. Centre for African Studies, University of Edinburgh, Edinburgh EH8 9LL, Scotland, UK. Sixteen papers presented at a 1976 seminar focus on the particularities of community education in Africa. Through case studies and thoughtful analyses of community learning systems, the authors explore the present state of community orientation in African school systems and examine the wide range of client groups which might be called "the community." In the introduction, the editor presents one view of where the debate on community development has begun to lead and suggests a strategy for direct research and aid to community education in Africa. He notes that if community schools are to address the concerns of equity, access and costs, the potential of part-time education needs to be explored further. Despite expressed concerns about elitism and remoteness, ". . . it is still much more common for the few privileged students to be sent out briefly from their studies to make contact with the community than for the university to allow a greater cross-section of the community to come in." Two other areas also need consideration: the residential nature of secondary and tertiary education continues to segregate successful students from the community, and skill training centers often provide training that is not relevant to local needs. 346 pp.

**King, Kenneth. "El Sector Informal y sus Relaciones con el Sistema Nacional de Formacion Profesional en Africa Oriental y Central."** ***Boletin Cinterfor,*** **No. 59, September-October 1978. Centro Interamericano de Investigacion y Documentacion sobre Formacion Profesional (Cinterfor), San Jose 1092, Casilla de Correo 1761, Montevideo, Uruguay.** Compares the system of formal apprenticeship, particularly that of Kenya, with the informal apprentice system. The formal system, which trains only 300-400 apprentices per year, requires the student to have completed 8 years of schooling before beginning apprenticeship. The informal system requires no previous schooling; but its apprentices are not supported by the government, and are trained on-the-job by their employers. The article evaluates the training received by both types of apprentices, examines the links between the two systems, and contrasts them with similar systems in Europe and Africa. In Spanish. pp. 19-32.

**Kurrien, J.** ***Non-Formal Education for Rural Drop-Outs: A Critique of the Bhumiadhar Model.*** **n.d. Available from Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, Michigan 48824, USA.** Reviews a pilot-project for rural children of the Indian Council of Education Research and Training (NCERT). The goals of the project were: to increase the motivation of dropouts to return to school; to increase children's ability to acquire work skills, so they can become self-sufficient; to develop competence in linguistic skills; to teach skills necessary for healthy development; to acquire an understanding of the application of scientific experiences in everyday life; to develop a sense of citizenship; and to develop functional literacy. The author suggests that although the project was successful, its unique resources limited its usefulness to other non-formal education programs. Kurrien therefore proposes that, in place of the comprehensive model used at Bhumiadhar, non-formal education programs be designed to offer dropouts a choice of participating in any or all of three separate programs. Those would be: (1) A general education course in which literacy and computational skills are acquired, (2) a program of work experiences and training; and (3) an academic program geared toward students' re-entry into the formal education system. The advantage of this model would be that it allows programs to be adapted and implemented according to resources available and the needs of the students. The author concludes that rural educational planning must be viewed within an integrated overall framework, of which non-formal and formal education programs are necessary components but not the only ones. 15 pp.

**Marsden-Huggins, Leta.** ***Basic Education for Undereducated Adults.*** **Research Report No. 1, 1980. Institute of Adult Education, University of Zimbabwe, Box MP 167, Mount Pleasant, Salisbury, Zimbabwe.** Examines the role of Adult Basic Education (ABE) through a comprehensive review of relevant literature. Special attention is given to programs involving developing countries similar to Zimbabwe. In addition, includes preliminary findings of a field investigation of adult basic education in Zimbabwe. The author discusses the issues involved in designing and implementing successful ABE programs. These include: ABE's role in relation to formal education, industry, personal development, and literacy extension; steps involved in the planning, organization, and administration of a program; appropriate content areas, methodologies, materials, funding, evaluation, and staffing needs; and characteristics and needs of the adult learner that should be considered in program formulations. Concludes that adult basic education, other non-formal programs, and formal education should be seen as complementary rather than antagonistic to one another, in such manner that the goals of the national education plan are met. As a result, active government support is considered to be an essential ingredient for the continued success of any adult basic education program. Includes an extensive bibliography. 135 pp.



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**Martins Pereira, Jose, Roberto Urbina Avendano, and Juan Cerda Palma. *Que Es Una Radioescuela? Experiencia Latinoamericana*. 1978. Secretariado de Comunicacion Social (SEDECOS), Avda Providencia 2093, Casilla 16243, Correo 9, Santiago, Chile.** This working paper prepared for the Latin American Association of Radio Schools (ALER) analyzes its 34 affiliated radio-educational systems. It synthesizes the experiences of these systems, describing the beneficiaries, the goals and objectives, the communication and educational strategies, and the organizational process of radio schools. One of the specific objectives cited is to help undereducated youths to attain an educational level that will enable them to enter the formal school system. In Spanish. 30 pp.

**McDowell, David W. "The Impact of the National Policy on Education on Indigenous Education in Nigeria." *International Review of Education*. Vol. 26, No. 1, 1980. Unesco Institute for Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, West Germany. For information, contact: Martinus Nijhoff Publishers, Lange Voorhout 911, P.O. Box 566, 2501 CN The Hague, Netherlands.** Examines the changing relationship between indigenous and formal education in Nigeria. Suggests that, until recently, the two have co-existed while working toward common goals. Those include development of the child's physical talents, character, respect for authority, vocational skills, and work attitudes, plus development of a sense of belonging and acceptance of the cultural heritage of the nation. States that the new national emphasis on the immediate provision of mass education and centralization of formal and non-formal education has resulted in certain assumptions and teaching methods of indigenous training being adopted in the formal school system. However, the author contends that there has been a failure to recognize the context within which these methods developed (i.e., family, peer groups, craft apprenticeships, and community). This failure and centralization have resulted in decreasing the involvement of local communities. He concludes that the government's proposed transformation of the school system to that of more developed countries, in such a manner that the contributions of indigenous education are gradually ignored, will create future problems — rural-urban migration, weakened community initiative, lack of employment for educated persons, and decreased respect for authority. pp. 49-64.

**Motswaledi, T., T. Mudariki, and L. Vlotman. *The Primary School and the Community*. Institute of Adult Education (IAE) Report 4/78. 1978. IAE, University College of Botswana, University of Botswana and Swaziland, Private Bag 0022, Gaborone, Botswana.** Reports on a workshop conducted in May 1978 at Mahalapye-Madiba Educational Training Centre by the Institute of Adult Education, the Mahalapye Development Trust, and the Ministry of Education, on the issue of an expanded role for the primary school in adult education among village communities. Discussions centered on the identification of village resources, individual and community needs, reports of on-site visits to adult education projects, and ways in which the schools can be a more effective link between education and the community. Participants identified the overall goal of non-formal and formal education to be the formation of a self-sufficient individual and community. They concluded that adult education is best viewed as part of school activities and not as an outside independent activity; education should train officials to interact more effectively with the public; and there should be opportunities for community members to learn what are their responsibilities and rights. 44 pp.

**"Mount Carmel International Training Centre for Community Services (MCTC). *Report: Course on Kindergarten Teaching and Supervision, November 1975-June 1976*. n.d. MCTC, 12 David Pinski Street, Haifa, Israel.** This report summarizes a course in which professional educators from Bhutan, Cyprus, Lesotho, Nepal, Surinam, Swaziland, and Thailand participated. Because the course was offered in consultation with the University of Haifa, it was possible for students to work toward a university diploma while taking part in this non-formal education program. Students gained teaching expertise in traditional academic subjects and also in such subjects as public health and nutrition. The eight-month course concluded with a month's field work in Thailand or Lesotho, organized through the Ministry of Education in Thailand and through various government agencies and the university in Lesotho, respectively. 34 pp.

**Munshi, Kiki Skagen. *Telecourses: Reflections '80*. 1980. Corporation for Public Broadcasting, 1111 Sixteenth Street, N.W., Washington, D.C. 20036, USA.** This informative guide, prepared for the Station-College Executive Project in Adult Learning, defines "telecourses;" elucidates their benefits as a method of teaching; and discusses issues relating to their promotion, potential beneficiaries, and aspects of production. Telecourses, as "courses for television" and "courses from television," represent an integrated system of teaching that uses T.V. with printed materials. This novel teaching method has the capacity to provide stimulating learning experiences and broaden enormously the learning opportunities of diverse student audiences, including professional groups, housewives, minorities, senior citizens, and handicapped persons. Success depends mainly on the collaborative efforts of colleges and broadcasting stations. 136 pp. Other documents in this series are: *Telecourses: Reflections 80. Executive Summary* (1980, 14 pp.); and *Working with Telecourses* by Kiki Skagen Munshi and David P. Stone (1980, 105 pp.).

**Neilson, Bob. "A Workshop on Distance Education in China." *Educational Broadcasting International: A Journal of the British Council*. Vol. 14, No. 3, September 1981. Peter Peregrinus, Ltd., P.O. Box 8, Southgate House, Stevenage, Hertfordshire SG1 1HQ, England, UK.** Sponsored by the Chinese Central Broadcasting and Television University (CCTU) and conducted by specialists of Britain's Open University and the British Broadcasting Corporation, this 1981 workshop represented a collaborative venture aiming at increasing expertise in the field of distance education. The fifty participants were mainly academicians engaged in preparing courses and teaching materials, although technical personnel also took part. The workshop paid special attention to studying the distance education models of other countries, notably, Britain and Pakistan. Interesting techniques of communication were developed, too, regarding the effective use of visual aids and steps taken to overcome translation problems. The central and regional organizational linkages and methods of teaching employed by the CCTU were also analysed. pp. 135-139.

**Nelson, Janet. "22 Programmes of Community Participation in Education." *Assignment Children*. No. 44, October-December 1978. UNICEF, Villa Le Bocage, Palais des Nations, 1211 Geneva 10, Switzerland.** Highlights several projects working towards integrating school and community. The case studies cited include the Kwamsisi project in Tanzania; the Saemaul Education Movement in South Korea; the Lahachowk project in Nepal; Comilla in Bangladesh; and examples of

educational reform in Peru, Benin, Madagascar, Indonesia, and the Philippines. These projects demonstrate diverse ways o combining formal schooling with active participation in village and regional development projects; methods of making curricula broader and more flexible by incorporating environmental science, health education, citizenship, and pre-vocational studies and how to enlist the teaching services of village extension workers, traditional healers, and artisans. pp. 89-109.

**Niles, Norma A. and Trevor G. Gardner (eds.).** ***Perspectives in West Indian Education.*** **1978. West Indian Student Association, Michigan State University, East Lansing, Michigan 48824, USA.** Presents some of the papers read at the Second Annual Conference of the West Indian Student Association at Michigan State University. Of particular interest is Section 2, which deals with "Challenges, Issues and Innovations in Commonwealth Caribbean Education" (pp. 118-217). These papers vehemently criticize the colonial heritage of formal Caribbean education systems, which makes education the preserve of elitist groups, disseminates what are seen as alien values, and curbs individual initiative and creativity. The authors insist that educational reforms must address the harsh realities of life in Third World countries by encouraging independent thinking and practical problem-solving skills. In "Education and Development in the Caribbean — the Post-Colonial Challenge" (pp. 207-217), V.T. McComie suggests that the status distinctions between educational sectors be erased by combining different styles of teaching to create a new normative order. 220 pp.

**Ocaya-Lakidi, Dent. "Towards an African Philosophy of Education."** ***Prospects: Quarterly Review of Education.*** **Vol. 10, No. 1, 1980. Unesco, 7 Place de Fontenoy, 75700 Paris, France.** This essay raises several provocative questions about education in Africa. Ocaya-Lakidi identifies two major traditions in African education, namely the "naturalistic" tradition of using experience as the source of learning, and formal Western education. Criticizing the latter tradition for its irrelevance and insensitivity to national problems, the author accuses formal education of creating false values associated with work and aggravating inequalities between city and village. Ocaya-Lakidi calls for a new idealism in African education which would inspire a model of education combining indigenous values with Western technology. One advantage anticipated is that such an educational model would stimulate critical thinking by altering the present hierarchical relationship between teacher and pupil. pp. 13-25.

**Paulston, Rolland G.** ***Changing Educational Systems: A Review of Theory and Experience.*** **1978. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.** Outlines eight theoretical models of educational change, in an attempt to make clear the unspecified assumptions implicit in national educational change efforts. The assumptions, scope, and expected outcomes are described for the evolutionary, neo-evolutionary, systems, conflict, structural-functional, Marxist, and neo-Marxist theories. The author contends that many national educational reform strategies have been influenced by subjective ideologies and views of social reality. Also provides an extensive annotated bibliography dealing with the evaluation of educational reform efforts from a theoretical and methodological base, and case studies evaluating educational reforms in developed and developing countries. 526 pp.

**Perraton, Hilary (ed.).** ***Distance Teaching for Formal Education: What the Projects Tell Us about Costs and Effects.*** **1978. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.** Reports on cost-effectiveness of distance teaching within the formal education system. Part 1 presents the historical background, uses, costs, and methodologies of distance teaching. Conditions for success in distance teaching include: an effective use of a variety of media, student motivation, and a strong organizational support system that provides feedback for the student. Part 2 contains a comprehensive report of seven case studies. These include: secondary education quality improvement in Mauritius; provision of equivalency education for lower secondary schools in Brazil and Malawi; out-of-school university education in Israel; teacher in-service training in Kenya; and secondary education in South Korea. Concludes that distance teaching has a significant influence on the provision of quality education to wider audiences and that the cost advantages of distance teaching will continue to grow. In addition, case-study comparisons identify the following as significantly bearing on cost-effectiveness: a minimum enrollment-level is needed; the higher the level of education offered, the greater the cost; and technically sophisticated programs involve immediate higher cost, though results may follow at a much slower rate. As this study has restricted its scope to distance teaching methods within the formal education system, a second study is planned for non-formal education. 452 pp.

**Prakobkit, Chin.** ***Catholic Agriculture Centre Project.*** **1980. Catholic Teachers Association of Thailand (CTAT), Saint Gabriel's College, 565 Samsen Road, Dusit, Bangkok 3, Thailand.** Sets forth a proposal by the CTAT to establish a self-supporting agricultural training center and demonstration farm where teachers could learn such practices as vegetable and fruit gardening, or fish and animal raising. After training, teachers would return to their schools to offer instruction and practice agricultural skills with their students. The project hopes to foster more favorable attitudes towards agriculture among young Thai students, help schools become more self-supporting by raising their own food, and decrease the rural exodus. 27 pp.

***Prospects: Quarterly Journal of Education.*** **"Elements for a Dossier: Mass Media, Education and Culture." Vol. 10, No. 1, 1980. Unesco, 7 Place de Fontenoy, 75700 Paris, France.** This dossier contains a wealth of information on how to use mass media to remove barriers between the classroom and the world. Articles by Henri Dieuzeide (pp. 43-47), Donald P. Ely (pp. 48-53), and Ana Maria Sandi (pp. 54-60) investigate means of reconciling conflict between schooling and mass media. Conflict is observed to arise from differences in techniques of communication and types of information transmitted. Heeding the tremendous impact of media on young minds, Rita Cruise O'Brien in "Mass Media, Education and the Transmission of Values," questions the appropriateness of values conveyed by foreign programs (pp. 61-67). In "Do Mass Media Reach the Masses? The Indian Experience," G.N.S. Raghavan gives a concise historical analysis of India's attempts to use mass media in educational projects (pp. 90-98). pp. 43-98.

***Rahnema, Majid. "Education and Equality: A Vision Unfulfilled."** ***Literacy Discussion.*** **Winter 1976-77. International Institute for Adult Literacy Methods (IIALM), P.O. Box 1555, Tehran, Iran.** An analysis of and prescription for the present educational situation which the author sees as characterized by (1) the expansion of formal schooling, (2) the irrelevance of educational systems to genuine development, and (3) the growth of non-formal education. While non-formal education may prove successful in achieving narrowly-defined objectives (e.g., skills-training), it has not removed the socio-economic barriers



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that prevent the underprivileged from using the learning resources of their society to better their lives. Yet a mere reallocation of resources from formal to non-formal education without restructuring the societal system is unlikely to achieve fundamental goals of education and self-liberation. Thus what is required is the creation of new, integrated educational structures rather than attempts to maintain present divisions between formal and non-formal education, academic education, and vocational training. pp. 97-120.

**Republic of the Philippines. *Non-Formal Education Linkages: Directory 1981*. 1981. Office of Non-Formal Education, Ministry of Education and Culture, Arroceros Street, Manila, Philippines. (US $5.00.)** Lists a number of institutions in the Philippines which apply interesting combinations of formal and non-formal educational techniques in providing education relating to extension services, research, and vocational training in a wide variety of crafts and professions. 157 pp.

***Rihani, May. *Development as if Women Mattered: An Annotated Bibliography with a Third World Focus*. Occasional Paper No. 10. 1978. Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036, USA. (US $3.00.)** This bibliography contains 287 annotated works, organized by sectoral program and geographic region. Of these, 48 pertain to formal and non-formal education, addressing issues of female illiteracy and income level, participation of women in development through informal educational programs, the need for more paraprofessionals to work with villagers, the need for concrete educational programs geared to women's needs, and their participation in the educational process. Among other categories are: "socio-economic participation," "women and migration," "rural development," "health," "nutrition," "fertility and family planning," and "impact of development and modernization." 138 pp.

**Seymour, J. Madison. "Contrasts between Formal and Informal Education Among the Iban of Sarawak, Malaysia." *Review of Educational Research*. Vol. 42, No. 2, 1972. American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036, USA.** Examines, from an anthropological perspective, certain dysfunctional relationships existing between formal and non-formal modes of education. The primary contention of the author is that dysfunctions between these two educational sectors have adverse repercussions, as demonstrated by the high dropout rates and poor educational performance of the Iban of Sarawak. Seymour maintains that these dysfunctions occur because the demands of the schools contradict the dominant values encouraged by the informal socialization practices of the Iban. Schools are achievement-oriented, only those students who are individualistic and competitive succeed. In contrast, among the Iban, who live in close proximity in communal "longhouses," social life is characterized by a delicate balance between egalitarianism, autonomy, and gregariousness. Seymour suggests in conclusion that the gap between formal and informal education be bridged so that education will ultimately prove useful to the Iban. pp. 477-491.

**Shah, Gunvant B. *University Goes to Masses*. 1977. Department of Education, South Gujarat University, Surat 395001, India.** Describes an experiment in educational innovation by the Department of Education, South Gujarat University. Recognizing the need to break through the elitism associated with the "Oxbridge" tradition in India, this institution has taken the initiative in providing appropriate non-formal educational programs for social groups lacking formal educational opportunities. The courses offered during 1976-1977 ranged in content from agriculture and vocational education to child development, basic mathematics, and leadership skills. Among the groups which benefitted from this educational approach were rickshaw drivers, parents, trade union leaders, small farmers, diamond cutters, and primary school teachers. The fact that university experts, as well as representatives of each group of learners, acted as resource persons greatly augmented the practical success of the project. 14 pp.

***Simkins, Tim J. *Non-Formal Education and Development: Some Critical Issues*. Manchester Monographs No. 8. 1977. Department of Adult and Higher Education, University of Manchester, Oxford Road, Manchester M13 9PL, England, UK.** This document reviews the literature on non-formal education in developing countries, and analyzes some of its shortcomings. Simkins notes that much of the literature on educational planning fails to address the socio-political context in which educational policy formation takes place, and that unless socio-economic restraints are taken into account, proposed innovations in non-formal education will remain stillborn. The argument is made that non-formal education serves best when it offers real alternatives to the schooling model, and that as long as the prestige of formal education remains undiminished, newly developed non-formal programs are likely to suffer one of two fates: they will become formalized or they will be devalued. 77 pp.

***Spain, Peter L., Dean T. Jamison, and Emile G. McAnany (eds.). *Radio for Education and Development: Case Studies*. Vol. 1. 1977. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.** A series of papers related to the use of radio for educational purposes in five countries. Describes five case studies in which radio is used for in-school education and formal education out-of-school. Also includes a paper designed to assist in planning the use of radio in Indonesia's formal education system. The Nicaraguan Radio Mathematics Project, the Tarahumara Radio Schools and Radioprimaria in Mexico, and Radio Santa Maria in the Dominican Republic are all cases where traditionally non-formal methods are employed for primary or secondary education for children or adults. A Kenyan case study shows how educational goals are approached by using radio and correspondence to give further training to teachers, especially those in rural areas. 198 pp.

**Tanzania Ministry of National Education. "Basic Education in Tanzania: A Community Enterprise." *Assignment Children*. No. 51/52, Autumn 1980. UNICEF, Villa Le Bocage, Palais des Nations, 1211 Geneva 10, Switzerland.** Describes the evolution of the system of basic education in Tanzania, with reference to that country's philosophy of education and development. This article pays special attention to the objectives, organization, and inception of the "community school" — an innovative model in basic education designed to meet the educational needs of the village community. pp. 163-181.

***Thompson, Kenneth W. and Barbara R. Fogel. *Higher Education and Social Change: Promising Experiments in Developing Countries. Vol. 1: Reports*. 1976. International Council for Educational Development (ICED), 680 Fifth Avenue, New York, New York 10019, USA; or Praeger Publishers, Inc., 111 Fourth Avenue, New York, New York 10003, USA. (US $7.50.)** This report examines two central questions. Is the contribution by higher education to development



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less than it might be? Is something being done about it and could this be further extended? The study shows that many institutions are involved in innovative programs and that, by extension, other institutions could follow their lead. The findings suggest that higher educational institutions are engaged in service and extension programs, adult education, and consultancy. Other services are assistance to small farmers, health delivery to rural and urban areas, experimental farming, high priority manpower training, land reform and human settlement, preparation of business technicians and middle managers, and primary and secondary education. 224 pp. (*Volume 2: Case Studies* [1977, 564 pp., US $10.00], edited by Kenneth W. Thompson, Barbara R. Fogel and Helen E. Danner, which includes 25 case studies and 7 special studies, is also available.)

**Unesco. *Administering Education for Rural Development.* 1979. Unesco Regional Office for Education in Asia and Oceania, C.P.O. Box 1425, Bangkok, Thailand.** A report on the Second Advanced-Level Workshop of the Asian Programme of Educational Innovation and Development, aimed at sharing the experiences of the different countries involved and identifying common strategies of educational reform for development. The national representatives addressed, in particular, the problem of integrating formal and non-formal education. This problem was analyzed in the light of the general objectives and structure of present systems of education, the methods used, and the priorities of resource allocation and utilization. It was pointed out that the prevailing objectives of education are limited and unrealistic, and that while a few sectors in education receive heavy investment, others equally promising remain underutilized. Concluding that the primary aim of education is to create an awareness of people in relation to their environment, the representatives stressed the need for an optimal use of all available resources and more effective coordination among different institutions engaged in education. 46 pp. + annexes.

**Unesco. *Meeting of Experts on Administrative Support for the Co-ordinated Development of School and Out-of-School Education (Paris, 7-11 December 1981). Working Document.* ED-81/ADESNOSU/3. 1981. Unesco, 7 Place de Fontenoy, 75700 Paris, France.** This working paper touches a number of points regarding the administrative support needed in linking and coordinating formal and non-formal education. The paper discusses the purpose of linkages and identifies problems related to coordinating different educational programs. Final sections consider possible ways of linking programs at the decision-making, planning, and management stages, and raise questions on appropriate research, technical and financial cooperation, and training of educational administrators to enhance coordination. 35 pp.

**Unesco. *Universalizing Education: Linking Formal and Non-Formal Programmes.* 1979. Unesco Regional Office for Education in Asia and Oceania, C.P.O. Box 1425, Bangkok, Thailand.** Reports on the Technical Working Group Meeting associated with the Asian Programme of Educational Innovation and Development. The representatives of the 11 Asian countries cooperating with this program were primarily concerned with the problems of increasing the availability and relevance of national educational schemes. The country reports presented draw attention to a promising array of educational innovations pertaining to formal and non-formal educational linkages. One example is South Korea's "Air and Correspondence High School," where selected high schools direct correspondence courses in addition to performing customary schooling functions. Another example is Pakistan's efforts to strengthen "Mosque schools" as an alternative educational structure offering curricula found in ordinary schools. 132 pp.

**Van Rensburg, Patrick. *The Serowe Brigades.* 1978. Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands.** An account by the former principal of Swaneng Hill School in Serowe, Botswana, about the formation of the Botswana Brigades, which grew out of the need to help the many primary school-leavers who could not be accommodated in secondary schools. Outlines the factors — such as climate and terrain, control of arable land, ownership of livestock, limited opportunity in non-agricultural sectors, certain vestiges of colonialism — that affect the direction of economic development for the population of 700,000 (of whom an estimated 57% are under age 20). Discusses establishing the Builders' Brigade, the initial and successful educational experiment; expansion into other fields such as farming, textiles, leatherwork, vehicle and engine repair, and into other parts of the country; and issues bearing on the future of the movement, not the least of which is building a pool of formally trained personnel sensitive to the needs of "alternative development" programs. 74 pp.

**Wijegunasekera, D.P., D. Gunaratne, and W.S. Perera. *The School and the Community: A Case Study of an Open-Plan School in Sri Lanka.* Educational Building Report 16. 1979. Unesco Regional Office for Education in Asia and Oceania, C.P.O. Box 1425, Bangkok, Thailand.** Investigates the implications of the open-plan school in Colombo, with reference to its objectives, potential student groups, curricula, and acceptance by the community. The open-plan school is intended to function as a delivery system for community education. Its "openness" or accessibility is demonstrated architecturally by buildings designed to allow many classes to be held simultaneously at low cost. Curricula offering many technical and vocational subjects will benefit students of regular school age as well as all others interested. The sports, recreational, and library facilities, and open-air film shows are intended to benefit the whole community. 70 pp.

***Wood, A.W. *Informal Education and Development in Africa.* 1974. Institute of Social Studies, P.O. Box 90733, 2509 LS The Hague, Netherlands.** This book is the result of a comparative study in 12 African countries of primary school-leavers, and an examination of various attempts to recruit them through programs of supplementary education and training. A wide range of governmental and voluntary efforts to channel this neglected human resource through non-formal education into the furthering of development efforts is described. 312 pp.

***Zaki, W.M. *The People's Open University: The Concept, Programme, Structure and Physical Facilities.* 1975. Mahmud Printing Press Limited, 56-N, Gulberg, Lahore, Pakistan; or People's Open University, P.O. Box 1157, Islamabad, Pakistan.** This booklet outlines the People's Open University of Pakistan, established in 1972 for those who cannot leave their homes and jobs for full-time studies. The open university is a mechanism for pooling dispersed national resources. It is designed to complement and supplement formal education by serving all categories of people in the country with multimedia resources and programs developed around practical problems. High priority is given to those skills which will improve economic development. This university also prepares teachers for adult education programs, and gives in-service teacher education. 71 pp.



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# Reference Review: Paraprofessionals

*Paraprofessional services are often promoted as one answer to the scarcity of resources and trained personnel in Africa, Asia, and Latin America. A number of reasons have been given to explain the increase in the use of paraprofessionals in almost every field of development. These include: the reluctance of a professional elite to serve in rural areas; the cost of highly trained people; and the recognition that intermediate technical skills are adequate for performing many basic services. Materials in this "Reference Review" present examples of paraprofessional services in three important areas: rural development, literacy, and primary health care.*

## Rural Development

• Since 1979, the Rural Development Committee of the Center for International Studies, Cornell University, has supported a research program on paraprofessionals. The first in the Committee's special series of publications is *Paraprofessionals in Rural Development* by Milton J. Esman, Royal Colle, Norman Uphoff, and Ellen Taylor, with Forrest Colburn et al. (1980, 149 pp.). A comprehensive account of the roles and functions of paraprofessionals and the advantages of utilizing them is provided.

The Cornell research group identifies eight functions commonly performed by paraprofessionals. Those are: service delivery, education, community organization, acquisition of goods and services external to the community, referral, maintaining equipment and records, collecting and analyzing data, and demonstrating and testing innovations.

Having received some formal schooling and preservice training, the paraprofessional functions to deliver basic services at low cost. Another advantage is that the paraprofessional, though usually part of a complex organization, interacts directly with the public. Also, the paraprofessional is often indigenous to the service area, and therefore apt to be familiar with the culture of the client group. This makes for open communication, which consequently may help to make programs more relevant to local needs.

In particular, women paraprofessionals can be very effective in overcoming cultural constraints that hinder women's participation in development. It is argued that a cadre of locally recruited, trained women who perform basic services and disseminate knowledge can stimulate other women to get involved in wider economic and political networks. Being familiar with local customs, these women paraprofessionals are often best able to judge which services are most needed in their community, and to encourage others by setting an example.

Also in the Cornell Special Series on Paraprofessionals is *Women Paraprofessionals in Upper Volta's Rural Development* by Ellen Taylor (1981, 56 pp.), which describes an equal access project for women co-sponsored by Unesco and the government of Upper Volta. Women paraprofessionals play a key communication role in this project. Taylor pays particular attention to the evolution of this model educational program in relation to the duties and administration of women paraprofessionals. Documents in the series are available from Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA.

• Self-sufficiency in leadership is the main objective of the educational program organized by the Matia Mulumba Institute in Colombia. As described by Beatrice Bracco in "Self-Reliance in Colombia," *Ideas and Action* (No. 114, 1977/1, pp. 10-14), Colombian families in groups of twenty-two are educated over a three-month period in topics such as health, work, housing, trade, political culture, and recreation. These families then return to their villages as paraprofessionals to apply and disseminate this knowledge, and to encourage the formation of communal economic enterprises. A striking feature of this program is the deliberate attempt to prevent the growth of dictatorship by precluding any one part of a society gaining a monopoly on knowledge. *Ideas and Action* is available in English, French, and Spanish from Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.

## Literacy

• "A New Look at the Literacy Campaign in Cuba," by Jonathan Kozol in the *Harvard Educational Review* (Vol. 48, No. 3, August 1978, pp. 341-377), refers to the significant contribution made by Cuban students as paraprofessional teachers in the massive national drive to wipe out illiteracy. The 100,000 students mobilized used very informal methods of teaching, often by living and working with poor, illiterate families. Requests for reprints should be made to Business Office, *Harvard Educational Review*, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138, USA.

• Recognizing that educated youth form a valuable personnel resource in any literacy program, a three-part series entitled *Scouting and Literacy* (n.d.) suggests how Scouts could be used to organize such a program and design the materials required. All inquiries should be sent to Community Development Service, World Scout Bureau, P.O. Box 78, CH-1211 Geneva 4, Switzerland.

## Primary Health Care

• Paraprofessionals have been used extensively and effectively in the field of primary health care. According to *Teaching Strategies for Primary Health Care: A Syllabus* by Ines Durana, with Huberte Gautreau et al. (1980, 17 pp.), a primary health worker should possess technical, social-process, conceptual, and decision-making skills. This practical syllabus is geared to the acquisition of such skills and should be useful to planners and administrators interested in developing programs for primary health workers. Available from Rockefeller Foundation, 1133 Avenue of the Americas, New York, New York 10036, USA.

• *Rural Primary Health Care Systems and Problems of Women as Providers: An Example From Haiti* (1980, 15 pp.) by Suzanne Smith Saulniers, with Martha J. Shelby, discusses a number of hypotheses about how certain linkages between the type of economic organization and gender relations affect the success of women paraprofessionals. Although this paper from the Fifth World Congress for Rural Sociology deals with Haiti specifically,



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these hypotheses could be applied broadly to find out how assuming paraprofessional roles may affect the prospects of village women, both positively and negatively. Available from Non-Formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, Michigan 48824, USA.

• The special series on paraprofessionals by the Cornell University research group, mentioned above under "Rural Development," includes a number of case studies on health care. Two of them are: *Guatemala's Rural Health Professionals* by Forrest D. Colburn (1981, 60 pp.), and *The Village Health Worker Approach to Rural Health Care: The Case of Senegal* by Robert E. Hall (1981, 64 pp.). Available from Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA.

• "The Village Health Worker: Lackey or Liberator" by David Werner, in *World Health Forum: An International Journal of Health Development* (Vol. 2, No. 1, 1981, pp. 46-68), highlights some controversial issues regarding the potential roles of paraprofessionals. Arguing that the village health worker is much more than a partly trained substitute for a medical doctor, Werner perceives the paraprofessional primarily in the role of a liberator, whose tasks in basic health care provide the impetus for wider political activity in encouraging conscientization among client groups. The effectiveness of the paraprofessional as a change agent is further illustrated by comparing the characteristics of the paraprofessional and the professional. Fully qualified doctors, for example, are usually of the middle class, and their attitudes towards villagers may appear to be condescending. Paraprofessionals, in contrast, could be peasants, friends and neighbors, who could share their knowledge in a manner familiar to the people. *World Health Forum* is available from World Health Organization (WHO), 1211 Geneva 27, Switzerland.

• It is often argued that development strategies should seek to blend traditional practices and new technologies. A good example is the use of traditional practitioners as health paraprofessionals. *The Primary Health Education For Indigenous Healers (PRHETIH) Programme* (1980, 7 pp.) by Sr. Mary Ann Tregoning, with Mark Kliewer, recognizes the potential of those traditional healers who are active and influential in performing certain crucial functions and highly respected in their communities. This report on a training scheme intended to augment the health care and nutritional knowledge of traditional healers describes the project history, syllabus, and training techniques used, and concludes with recommendations for replication. Available from Holy Family Hospital, P.O. Box 36, Techiman B/A, Ghana.

• *Traditional Birth Attendants* (1979, 109 pp.) is a field guide to training and evaluation. The publication emphasizes the importance of "articulation" which would lead to harmonious linkages between traditional birth attendants and the central health service system, so that each would complement the other functionally without loss of distinctive identity. Further information on traditional birth attendants is available in an extension of the 1979 publication, *Supplement 1: Traditional Birth Attendants. An Annotated Bibliography on Their Training, Utilization and Evaluation* (1981, 37 pp.). Both documents are available from World Health Organization (WHO), 1211 Geneva 27, Switzerland.

# Network News

## Landlessness

The Rural Development Committee of the Center for International Studies, Cornell University, has published a special series on "Landlessness and Near Landlessness." The first in the series, *Landlessness and Near Landlessness in Developing Countries* (1978, 63 pp.) by Milton J. Esman, presents an overview of the phenomenon by analyzing the sources, trends, problems, and measures of government policy directed at rural poverty associated with landlessness. Recognizing that land ownership is crucial to social prestige and power in rural communities, this series concentrates on revealing the size and complexity of problems that arise from being without land or nearly so. Refuting a common assumption that the rural poor are a homogenous mass of small farmers, these studies identify different tenure and occupational groups within the landless population.

The rationale of the series, as illustrated by case studies, is the high degree of difference between countries in respect to historical determinants, socio-economic manifestations, and measures of government policy associated with landlessness. These case studies take particular interest in analyzing landlessness as an outcome of the growing gap between rich and poor in rural communities. Case studies in the special series are: *Landlessness and Rural Poverty in Latin America: Conditions, Trends and Policies Affecting Income and Employment* (1980, 187 pp.) by Cheryl A. Lassen; *Landless Peasants and Rural Poverty in Selected Asian Countries* (1978, 108 pp.) by David A. Rosenberg and Jean G. Rosenberg; and *Landless Peasants and Rural Poverty in Indonesia and the Philippines* (1980, 133 pp.) by Jean G. Rosenberg and David A. Rosenberg. Available from Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA.

## Public Health Management

Management Sciences for Health (MSH) announces an intensive 3-week management training workshop for policy makers and program directors from public health programs around the world, to be held 12-30 July 1982, in Boston, Massachusetts. Based on MSH's 12 years of field experience with public health programs, the workshop is oriented toward practical issues in planning, administration, leadership, and supervision. The curriculum is developed to allow participants to use their own experiences to solve problems in their work. Participatory training methodology will be emphasized. The workshop will be conducted in English. Course tuition is $1,500. For further information, contact Management Sciences for Health, Management Training Program, 141 Tremont Street, Boston, Massachusetts 02111, USA.



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## Clarifications

The annotation of Patricia B. Lerch's 1980 paper, *Brazilian Women and Development: National Trends and Local Resoonses*, as given in the "Select Bibliography on Women and Production," *The NFE Exchange* No. 22, 1981, p. 17, is in error. The corrected annotation should read as follows:

A paper presented at the 1980 Latin American Studies Association Meeting, held in Bloomington, Indiana. Lerch reviews national labor force statistics which show that more than 80% of Brazilian women do not participate actively in the economy. Using findings from a micro-study among the Umbanda cults of Porto Alegre as an example, she argues that these statistics are not accurate. In their traditional role as spirit mediums, some women participate in the economic activity of the community by redistributing social and economic resources among their clients. Such economic activities are not recorded in national surveys. Lerch concludes that more sensitive measurements are necessary to give an accurate picture of women's participation in the economy. 16 pp.

The listing of centers for women in development on page 17 of Issue No. 21 of *The NFE Exchange* is an update of two listings published previously by the NFE Information Center. Interested readers are referred to *The NFE Exchange*, No. 14, p. 19, and A.B. #1, *Women in Development: A Selected Annotated Bibliography and Resource Guide*, pp. 58-63. We encourage readers to inform us of additional organizations so that we may bring them to the attention of others in the NFE network.

## Women and Development

Since issue No. 22 of *The NFE Exchange* on "Women and Production," we have received several new documents dealing with diverse issues relating to women. Some of them are described here.

• *Who Really Starves? Women and World Hunger* (1977, 40 pp.) by Lisa Leghorn and Mary Roodkowsky postulates that widespread problems of acute hunger are primarily caused by socio-economic factors that deny access to resources, rather than by technological constraints. Drawing examples from a wide range of cultures, the authors state that women tend to be particularly affected by malnutrition owing to food taboos and customs that favor priority food consumption by men. They argue that colonialism, the modern cash economy, and the Western model of industrialization have eroded power that women traditionally had, and have pushed women into becoming underpaid wage workers. Available from Friendship Press Distribution, P.O. Box 37800, Cincinnati, Ohio 45237, USA.

• *Health Needs of the World's Poor Women* (1981, 205 pp.), edited by Patricia W. Blair, is based on the proceedings of the 1980 International Symposium on Women and Their Health. This collection of papers adopts an unusual approach to understanding women's health problems. The incidence of debility, disease, and morbidity is explained in the context of possible social determinants such as status, work conditions, and customs affecting the lives of women. Some of the topics dealt with are abortion, female circumcision, maternal and post-partum health, mental stress, and sexually transmitted diseases. Also discusses several case studies and makes recommendations on improving health-care delivery systems. Available from Equity Policy Center, 1302 18th Street, N.W., Suite 502, Washington, D.C. 20036, USA.

• *New Trends in Adult Education for Women* (1980, 95 pp.) is a report on a national seminar held in 1980 by the Indian Adult Education Association. Seminar participants recognized that the extremely low literacy rate of 13 percent among rural women in India makes them a priority target group in adult education. Discussion papers paid particular attention to curricula, teaching methodologies, and problems of motivating women learners. The seminar stressed the need for incorporating an "awareness aspect" and a "functionality aspect" in adult education programs. Such emphasis would enable women to gain literacy, home-management, occupational, and citizenship skills, thus empowering them to overcome prevailing constraints. Available from Indian Adult Education Association, 17-B Indraprastha Marg, New Delhi 110002, India.

• In "Women and Handicrafts: Myth and Reality," *Seeds*, No. 4 (1981, 16 pp.), Jasleen Dhamija questions the common assumption that certain types of handicrafts are "women's work" and offer women easily accessible employment. In reality, handicrafts often require specialized skills and lengthy training. She stresses the need to open up opportunities for women to receive training in lucrative, sophisticated handicrafts — such as metal-casting, engraving, jewelry, and lapidary — which have hitherto been exclusively male occupations. Other useful suggestions relate to feasibility studies, location of industries, the socio-economic situation of craftswomen, technology, group organization, and institutional support for handicraft production. Available from Seeds, P.O. Box 3923, Grand Central Station, New York, New York 10163, USA.

• *Women In Asia*, Minority Rights Group Report No. 45 (1980, 24 pp.), reviews the status of women in nine countries representing the complex diversity of Asia in respect to religion, political organization, and kinship systems. The selected countries are Pakistan, India, Sri Lanka, Bangladesh, Philippines, Indonesia, Korea, Japan, and China. The report employs statistical data to provide concise information on women's legal status, social roles, work and employment, education, and political participation. Available from Minority Rights Group, 36 Craven Street, London WC2N 5NG, England, UK.

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